

Articulation Coordinating Committee

October 24, 2018

1:00 – 4:00 p.m., EDT

Dial in: 888-670-3525

Code: 2485005088#

Introduction	
Welcome and Chair Comments	Dr. Ed Massey
Action Items	
1. Approval of May 23 Meeting Minutes	Dr. Ed Massey
2. Updates to Program Requirements in the Common Prerequisite Manual	Todd Clark/Lynda Page/Karinda Barrett
3. Definitions and Faculty Guidance in Reviews to Changes to the Common Prerequisite Manual	Todd Clark/Lynda Page/Karinda Barrett
Discussion Items	
4. Program Articulation Related to Course Grades (+/-)	Lynda Page / Karinda Barrett
5. An update on the work related to Mathematical Pathways for Postsecondary Students	Dr. Carrie Henderson
6. Project Status Report on an Application for the Common Prerequisite Manual and a new 2 + 2 Program Portal	Florida Virtual Campus

ACC Conference Call: November 26, 2018 at 1pm

Next ACC Meeting: February 20, 2019

**ACC Membership
October 2018**

Florida College System	State University System	Career and Adult Education
Ed Massey – Chair Indian River State College	Jennifer Buchanan Florida State University	Sylvia Jackson Gadsden County Public Schools
Karen Borglum Valencia College	William Hudson Florida A&M University	Anna Lebesch St. Johns River State College

K12 Education	Nonpublic Education	Students
Vanessa Hilton Pasco County Schools	Theresa Antworth ICUF	Brielle Crooms Florida A&M University
Beth Thedy Brevard County Schools	Tim Worley Palm Beach Atlantic University	

**Articulation Coordinating Committee
October 24, 2018**

Item #1: Approval of May 23, 2018 Meeting Minutes

ACC Action: Approval

Presenter: Dr. Ed Massey

ACC Meeting

October 24, 2018

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**Articulation Coordinating Committee
May 23, 2018**

Meeting Minutes

Members Participating: **Edwin R. Massey, Chair**, Indian River State College
Theresa Antworth, Independent Colleges & Universities of Florida
Jennifer Buchanan, Florida State University
Karen Borglum, Valencia College
Brielle Crooms, Florida A&M University
Vanessa Hilton, Pasco County Schools
William Hudson, Florida A&M University
Sylvia Jackson, Gadsden Technical Institute
Anna Lebesch, St. Johns River State College
Timothy Worley, Palm Beach Atlantic University

Introduction	
Welcome & Comments	Chair Ed Massey called the meeting to order at 1:03 p.m. He welcomed members and attendees to the meeting and reminded everyone that Florida has one of the strongest, student-focused articulation systems in the nation. He then gave an opportunity for everyone present to introduce themselves.
Action Items	
1. Approval of February 28, 2018 Meeting Minutes	Chair Massey asked members if there were any changes to the meeting minutes; there were none. Motion to approve the minutes was made by Jennifer Buchanan and was seconded by William Hudson; the meeting minutes were approved by unanimous vote.
2. Updates to Program Requirements in the Common Prerequisite Manual (CPM)	<p>Jeremy Hudak presented revisions to the CPM in the following program areas, as recommended by the ACC Oversight Committee:</p> <p style="padding-left: 40px;">13.9999 Education, General at SPC – deletion of prerequisite course</p> <p>Motion to approve the college-related CPM revisions was made by Jennifer Buchanan and was seconded by Karen Borglum; the item was approved by unanimous vote.</p> <p style="padding-left: 40px;">03.0101 Environment & Society at FSU – new degree program in new CIP</p> <p style="padding-left: 40px;">11.0701 Computer Science at UWF – new degree program in new CIP</p> <p style="padding-left: 40px;">11.1003 Cybersecurity at UWF – add second Track</p> <p style="padding-left: 40px;">26.2501 Neuroscience at FSU – new degree program in new CIP</p> <p style="padding-left: 40px;">40.0699 Geosciences, Geology Focus at FAU – new degree program in new CIP</p>

	<p>Motion to approve the university-related CPM revisions was made by Karen Borglum and was seconded by Timothy Worley; the item was approved by unanimous vote.</p> <p>Lynda Page then presented university-related technical changes to the CPM for the following program areas, as recommended by the ACC Oversight Committee.</p> <p>13.0101 Education, General – adds UF to institutions offering program.</p> <p>52.0301 Accounting – eliminates UF from the footnote relating to ACGX071.</p> <p>52.0203 Supply Chain Command, Track 3 – corrects CGSX100 option typo for FGCU.</p> <p>52.1301 Management Science – adds Business Analytics to the title and FIU to the page.</p> <p>52.0803 Financial Services – change to new CIP number, 52.0804, for UNF.</p> <p>There was no discussion regarding the technical changes; therefore, the changes were accepted as presented.</p>
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Discussion Items

<p>3. Legislative Update from the 2018 Legislative Session</p>	<p>Mr. Alex Anderson from the Department of Education’s Office of Governmental Relations provided an update on legislative initiatives passed during the 2018 Legislative Session that dealt with articulation policy-related issues.</p> <p>HB 7055 (Education) – House Bill 7055 was a large education-related bill that crossed education sectors in its scope. The focus of the presentation was centered on modifications to the dual enrollment program related to home education students and private schools.</p> <p>The bill language specifies that Florida College System institution dual enrollment articulation agreements may not limit the number of dual enrollment courses in which a student may enroll based solely upon enrollment by the student in an independent postsecondary education institution.</p> <p>House Bill 7055 additionally specifies that any course or program limitations to the home education articulation agreement may not exceed those limitations for other dually-enrolled students. The bill removes from the home education program dual enrollment articulation agreement the provision that requires home education students to be responsible for their own instructional materials. It includes a stipulation that a high school grade point average (GPA) is not required for home education students; however, a home education student must maintain a minimum GPA, as determined by the postsecondary institution, for continued enrollment.</p>
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	<p>The bill removes from the dual enrollment articulation agreement between an eligible public postsecondary education institution and an eligible private secondary school the provision stating that private schools will compensate the postsecondary education institution for each dual enrollment course taken by a private school student.</p> <p>The bill clarifies that a public postsecondary institution must enter into dual enrollment articulation agreements with home education program students and private schools in the institution’s geographical service area.</p> <p>There was some discussion regarding the allocation of \$550,000 to the Florida College System to offset the cost of instructional materials for home education program student instructional materials. The Division of Florida Colleges is creating a formula to disburse the funds for the 2,900+ home education students dually-enrolled in a Florida College System institution.</p> <p>HB 731 (Home Education) – clarifies the definition of “parent,” the registration process, and the home education notice requirements. The bill authorizes school districts to provide a home education student access to career and technical courses/programs, in addition to offering industry certifications, national assessments and statewide, standardized assessments. It prohibits superintendents from requiring evidence of a child’s age if the child meets regular attendance requirements by attending certain educational programs or institutions.</p> <p>SB 4 (Higher Education) – expands the Bright Futures Scholarship Program to be 100% fundable, beginning with Summer Session 2018, and includes a \$300 provision for textbooks. The bill also establishes the <i>Farmworkers Student Scholarship Program</i> and the “Campus Free Expression Act.”</p> <p>HB 75 (Postsecondary Fee Waivers) – authorizes Florida College System institutions to waive fees for active duty members.</p> <p>HB 1201 (Education for Prisoners) – allows the Department of Corrections to contract with other educational entities to provide educational services to prisoners with less than 24 months left on their sentence.</p> <p>HB 1337 (Nursing) – makes changes to the licensure and certifications for nurses.</p> <p>SB 1392 (Pre-Arrest Diversion Program) – encourages educational institutions to offer pre-arrest diversion programs.</p>
<p>4. An Update on the Work related to the Educational Attainment Goal</p>	<p>Chancellor Madeline Pumariega presented an update on the need to enact stronger state policies to increase postsecondary attainment and provided a handout on “Understanding Florida’s Need for Higher Educational Attainment”. The “RISE (<u>R</u>esourcing <u>I</u>ndustry for a <u>S</u>tronger <u>E</u>conomy) to 55” initiative seeks</p>

	<p>to increase the number of working-age residents who are equipped with a postsecondary degree or certificate by the Year 2025. Currently, only 47 percent of working-age residents are qualified; however, it is projected that by 2025, more than 60 percent of Florida’s jobs will require a postsecondary degree or certificate.</p> <p>The Higher Education Coordinating Council (HECC) is involved and has held convening meetings with local business and educational organizations in Central Florida, the Gulf Coast, Tampa and Miami to establish regional attainment goals. Each region will create a work plan that includes strategies for setting their attainment goals and how to increase access to, and completion of, degrees within communities.</p> <p>The HECC is developing an interactive dashboard, or toolkit, of regional convening activities and resources related to education attainment that will be shared at a future ACC meeting.</p>
<p>5. Project Status Report on an Application for the Common Prerequisite Manual (CPM)</p>	<p>Nashla Dawahre, Assistant Director of Student Services at the Florida Virtual Campus (FLVC), provided an update on the creation of an automated system to enhance and maintain the Florida Common Prerequisite Manual (CPM), originally created in 1996. The CPM is currently housed on the FLVC website but must be manually updated with additions, deletions, and revisions.</p> <p>The primary audience of the new CPM application will focus on administrators and advisors by developing a user-friendly interface, including a search and reporting function through the use of a robust database and administrative access that includes an automated approval workflow.</p>
<p>6. Report from the College Board on Florida Student Results</p>	<p>Dr. Pamela Kerouac, AP Higher Education Policy Coordinator with The College Board, presented an update on Advanced Placement (AP), stating that Florida’s students are outperforming the nation in scores of 3 or higher on AP examinations.</p> <p>New advances in AP include the integration of content knowledge and the application of critical thinking skills to their coursework. This new focus on redesigned content resulted in the launch of AP’s Capstone Diploma Program. By using a cross-curricular approach to learning, students who score a 3 or higher on six AP exams, to include the AP Seminar and AP Research exams, may qualify for an AP Capstone Diploma if they complete the remaining program requirements (5,000-word essay, research projects, etc.).</p> <p>A Certificate of Completion is also available for students who take and pass the AP Seminar and Research exams with a score of 3 or higher, without passing (with a score of 3 or higher) the other four exams.</p>

	<p>Dr. Kerouac also announced that the AP Computer Science Principles course now available has shown the largest growth in its first year of any AP course released in the past.</p> <p>She then acknowledged that the following AP courses/exams have been approved through State Board of Education Rule 6A-10.024, F.A.C., to fulfill the postsecondary civics literacy requirement in Section 1007.25, Florida Statutes.</p> <ul style="list-style-type: none"> • AP United States Government and Politics • AP United States History • CLEP American Government <p>Additionally, The College Board is launching eight Pre-Advanced Placement (Pre-AP) pilot courses in Fall 2018 to Florida high schools. Courses will be available in Algebra 1, Biology, Dance, Drama, English 1, Music, Visual Arts, and World History and Geography. Course numbers are available in the 2018-2019 Florida Course Code Directory.</p> <p>Lastly, Dr. Kerouac announced the AP with WE Service which will incorporate applied and experiential learning opportunities into AP course curricula through service learning projects. WE is an international charity and educational partner collaborating with The College Board.</p>
<p>7. An Update on Approved Changes to Credit-by-Examination List and the Dual Enrollment Course – High School Subject Area Equivalency List</p>	<p>Amanda Walker announced that the 2018-2019 Credit-by-Examination and the Dual Enrollment Course – High School Subject Area Equivalency Lists approved at the February ACC meeting were adopted by the State Board of Education at its May 2018 meeting.</p> <p>The Office of Articulation is working with our technical staff to provide those approved lists on its website.</p> <p>Additionally, Ms. Walker noted that the Dual Enrollment Frequently Asked Questions document on the Office of Articulation website is being updated based on recent legislative changes and will be available by the end of May.</p>
<p>8. Update on EMT / Paramedic Programs</p>	<p>Kathleen Taylor provided an update on the Statewide Articulation Agreement for EMT/Paramedics, which was signed in 1994 and gave the ACC authority to hear appeals from school districts that have demonstrated a local need for EMT/Paramedic programs but have not been approved in the past to offer them.</p> <p>The Division of Career and Adult Education is in conversations with the Department’s General Counsel to determine whether to amend the original agreement, which is based on decades-old policy, or update the agreement to a statewide one. Ms. Taylor indicated that the outcome will be an actionable item for the next ACC meeting.</p>

<p>9. Update on the Statewide Policy related to Using F.A.S.T.E.R. for Sending Educational Records between K12 Schools, Colleges, and Universities</p>	<p>Todd Clark provided an update on Florida Automated System for Transferring Educational Records (FASTER), the system used for the transportation of transcript information between and among secondary and postsecondary educational institutions.</p> <p>The ACC approved a policy statement, created by the FASTER Steering Committee, which states, in part, that “The Department and all public universities, Florida College System institutions, and school districts shall maintain the electronic exchange of student transcripts and associated educational records, including acquisition of and access to test scores of students in the standard format established by the ACC” meaning that student transcript sharing between school districts and Florida colleges and universities and other school districts is accomplished using FASTER.</p> <p>FASTER is currently utilized by all 67 school districts, all 12 public universities and all 28 state colleges for the exchange of electronic student records, per Rule 6A-10.024, F.A.C.; FASTER is also the transfer mechanism for sharing immunization records between school districts. Future plans to utilize FASTER for sharing immunization records between and among postsecondary institutions is under discussion with the Florida Department of Health.</p> <p>Mr. Clark announced that the respective sectors (K12, career/technical centers, FCS institutions, and the SUS) have been notified of the new policy statement and any feedback received thus far has been positive.</p>
<p>Next ACC Meeting</p>	<p>The next meeting of the ACC will be held in Tallahassee on October 24, 2018, from 1:00-4:00 p.m. The meeting was adjourned at 3:09 p.m.</p>

**Articulation Coordinating Committee
October 24, 2018**

Item #2: Revisions to the Common Prerequisite Manual

ACC Action: Approval

See Appendix A

CIP Area	Title	Institution(s)	Action	Oversight Committee Recommendation
14.0501	Biomedical/Bioengineering	FAMU/FSU	Courses noted as not required for FAMU and FSU BA degree.	Recommend approval
15.1001 Track 3	Construction Building Technology	UNF	Amendment to current track	Recommend approval
16.0908	Hispanic & Latin American Languages, Literatures and Linguistics	UF	New CIP.	Recommend approval
26.0101 Track 4	Biology – B.A.	FIU	Establishment of a BA track in Biology	Recommend approval
31.0504	Sport Management	UWF & others	Eliminated two courses	Recommend approval
40.0699	Geoscience: Geography Track	FAU	New Track for new focus	Recommend approval
40.0699	Geoscience: Environmental Track	FGCU	New Track for new focus	Recommend approval
43.0302	Emergency Management	UCF	New Degree Program in New CIP	Recommend approval

Technical Changes

CIP Area	Title	Institution(s)	Action
03.0205	Marine Science	UCF	Footnote eliminated due to Project clean-up
09.0300	Integrated Public Relations and Advertising	USF	Institution and program name added
13.1306	Foreign Teacher Education	UCF, USF	Programs Terminated. Page Deleted.
16.0101	Foreign Language, Multiple	USF	Added Institution.
16.0102	Linguistics	FAU	Terminated effective Fall 2018
16.0399	East Asian Language/ Literature	UF	Terminated effective Fall 2018
16.0402	Russian	UF, USF	UF terminated effective Fall 2018; USF terminated.

16.0501	German	UF, USF	UF terminated effective Fall 2018; USF terminated.
16.0901	French	UF, USF	UF terminated effective Fall 2018; USF terminated.
16.0902	Italian	USF	USF terminated program.
16.0905	Spanish	FAU, FGCU, USF	FAU Terminated effective fall 2018; FGCU terminated 2015; USF terminated.
16.1200	Classics	USF	USF terminated program.
19.0901 T. 1	Apparel Design Technology	FSU	Track Deleted.
19.0901 T. 2	Retail Merchandising and Product Development	FSU	Track renumbered.
22.0203	Legal Assisting	FGCU	Institution Added.
22.0203	Legal Assisting	UCF	Degree no longer offered at this CIP by UCF.
24.0102	Applied Science	FGCU UCF	FGCU Terminated Program UCF has an inactive program.
42.2706	Behavioral Neuroscience	UNF	Institution added. Slight Name Change.
43.0111	Criminal Forensic Studies	FIU	Institution Added
44.0401	Public Administration	UCF	Institution Added.
50.0702 Track 2	Studio/Fine Arts	UWF	Institution Added.
51.0913	Athletic Training	FGCU, UF	UF terminated effective Fall 2019. FGCU terminated effective Spring 2019
51.2208	Community Health	FGCU	Terminated Degree
51.3801	Nursing RN to BSN	SSCF	Institution added
52.0203 T. 3	Supply Chain Management Logistics	FIU	Institution added
52.1301	Management Science/ Science and Technology Management	FLPoly	Moved from 52.0203 CIP to 52.1301. Using currently 52.1301 approved prerequisites
52.1701	Insurance/ Risk Management	USFSM	Institution added; possible slight title modification

Presenters: Todd Clark/Lynda Page/ Karinda Barrett

**Articulation Coordinating Committee
October 24, 2018**

Item #3: Definitions and Faculty Guidance in Reviews to Changes to the Common Prerequisite Manual

ACC Action: Approval

See Appendix B

Presenter: Todd Clark/Lynda Page/ Karinda Barrett

**Articulation Coordinating Committee
October 24, 2018**

Item #4: Program Articulation Related to Course Grades (+/-)

ACC Action: Discussion

Presenter: Lynda Page / Karinda Barrett

**Articulation Coordinating Committee
October 24, 2018**

Item #5: An update on the work related to Mathematical Pathways for Postsecondary Students

ACC Action: Discussion

See Appendix C

Charge, Values & Deliverables

Charge

Explore complex issues surrounding mathematics pathways to prepare: high school students for transition into postsecondary; Florida College System students for success in gateway courses aligned to their programs; and Florida College System students for transition into four-year universities.

Guiding Values

Transparency, collaboration, respect, diversity, evidence-based inquiry

Deliverables

- 1) Cataloging evidence-based practices designed for scale
- 2) Developing recommendations for state policy and institutional policy and practice around mathematics re-design

Presenter: Dr. Carrie Henderson

**Articulation Coordinating Committee
October 24, 2018**

Item #6: Project Status Report on an Application for the Common Prerequisite Manual and a new 2 + 2 Program Portal

ACC Action: Discussion

Presenter: Florida Virtual Campus

**Articulation Coordinating Committee
October 24, 2018**

APPENDIX A

Program:	<u>Biomedical/Bioengineering</u>	CIP:	<u>14.0501</u>
		Track:	<u>1</u>
Offered At:	<u>FIU</u>	Program Length:	<u>128</u>
	<u>FGCU</u>		<u>129</u>
	<u>UF</u>		<u>132</u>
	<u>FAMU, FSU</u>		<u>131</u>

**LOWER LEVEL
COURSES**

	C r · H r s ·	
MACX311	4	Analytic Geometry & Calc I
& MACX312	4	Analytic Geometry & Calc II
& MACX313	4	Analytic Geometry & Calc. III
Or MACX281		
& MACX282		
& MACX283		
& MAPX302	3	Differential Equations
Or ECHX301		<u>Intro to Process Analysis and</u>
<u>Design</u>		<u>Different Equations for</u>
<u>Engineers</u>		
Or MAPX305		
& CHMX045 & CHMX045L	4	Chemistry I and Lab
Or CHMX045C		
Or CHSX440 & CHSX440L		
Or CHMX095 & CHMX095L		
& PHYX048 & PHYX048L (or PHYX064L)	4	Physics I and Lab
& PHYX049 & PHYX049L (or PHYX064L)	4	Physics II and Lab
& CHMX046 & CHMX046L	4	Chemistry II and Lab
Or CHMX096 & CHMX096L		
& BSCX010 & BSCX010L (or BSCX044L)	4	General Biology I
& CHMX210	3	Organic Chemistry I
Or CHMX217 (1)		
& CHMX210L	1	Organic Chemistry I Lab

(1) UF requires CHMX217 or both CHMX210 and CHMX211.

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

I. Contact Information

Requesting Chief Program Chair:	Email: Phone:
Requesting Chief Academic Officer or University Common Prerequisite Liaison (person submitting this proposal to the Board of Governors or Division of Florida Colleges::	Name: Sundra Kinsey (FAMU) Email: sundra.kinsey@famuedu Phone: (850) 599-8316 Name: Jennifer Buchanan (FSU) Email: jbuchanan@fsu.edu Phone: (850) 644-6876
Requesting institution:	FAMU-FSU College of Engineering of Florida A&M and Florida State Universities

II. Program Information

Title of Degree Program: Biomedical Engineering	CIP Code: 14.0501	Track (if appropriate): 1
Does this proposal align with a current track?	Yes: X	No:
Is this program approved for limited access?		No: X
Approved total program hours to the baccalaureate degree: 131		
Other Institutions offering the same program (CIP and Tracks or different CIP/Track if the same major): FGC, FIU, UF		

III. Proposed Changes – Add rows as necessary

A. All Current Approved Common Prerequisites (add rows if necessary).

Current Approved Common Prerequisites		
Course Prefix	Course Name	Cr. Hrs.
MACX311, MAC X312, and MAC X313 OR MACX281, MAC X282, and MAC X283	Analytic Geometry & Calc I, II, and III	12
MAP X302	Differential Equations	3
CHMX045 & CHMX045L OR CHMX045C OR CHSX440 & CHSX440L OR CHMX095 & CHMX095L	Chemistry I and Lab	4

PHYX048 & PHYX048L (or PHYX064L)	Physics I and Lab	4
PHYX049 & PHYX049L (or PHYX064L)	Physics II and Lab	4
CHMX046 & CHMX046L or CHMX096 & CHMX096L	Chemistry II and Lab	4
BSCX010 & BSCX010L (or BSCX044L)	General Biology I	4
CHMX210 OR CHMX217	Organic Chemistry I	3
CHMX210L	Organic Chemistry I Lab	1
Current Approved Common Prerequisite Credit Hours		39

B. All Proposed Common Prerequisites and Commonality of Course Offerings (add rows if necessary)

Course Prefix	Credit Hours	Number of FCS Currently Offering Course	Number of SUS Currently Offering Course	Justification for the addition of course
MAP X305	3			We are proposing MAPX305 Differential Equations for Engineers as a substitute for MAPX302. <i>Note: (2) FAMU and FSU will also accept ECHX301 - Intro to Process Analysis and Design for MAPX302.</i>

C. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in the baccalaureate degree program:

Course(s) limited to 3 or less FCS institutions	Justification as to why these courses are critical for a student's success in the baccalaureate program.

D. If your request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses:

The proposed deviation from the currently approved common prerequisites either provide alternatives or change the requirement that the courses be required prior to admission. Instead, they may be taken prior to graduation. Thus no new courses are proposed.

E. Are you requesting to delete any of the currently approved common prerequisites? If so, please list below:

- BSCX010 & BSCX010L - The department recommends (but does not require) that students take BSC 2010/L prior to transferring into the upper-division program. The courses may be completed prior to graduation.
- CHM X210/L or CHM X217 - The department recommends (but does not require) that students take BSC 2010/L prior to transferring into the upper-division program. The courses may be completed prior to graduation.

Review of Completion within 60 semester hours.

A. Course Prerequisites, if known, for Common Prerequisite

College Level Prerequisites for Common Prerequisite Courses		
Course Prefix for	College Level Prerequisites	Cr. Hrs.
Number of College Level Prerequisites for Common Prerequisite Courses		

B. Review of Coursework

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree

-	31	Minus Number of Proposed Common Prerequisite Credit Hours
-		Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+		Plus Number of Common Prerequisites in General Education Core
		Equals Number Credit Hours to complete remainder of General Education

If the number of credit hours to complete remainder of general education is less than 24 credit hours, explain how students will meet the requirements of the common prerequisites:

V. Supporting Documentation – Please see attached amendment.

Include the following with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree.

Date of Submission to the Board of Governors or the Division of Florida Colleges: __August 27, 2018_____

Changes in Coursework for Bioengineering Coursework

	lower or upper	Alternate or Only	FCS	Univ
ECH X301	Upper	Alternate	0	2
MAP X305	Upper	Alternate	0	4

The above are alternates to MAPX302, a lower division course offered at most FCS and SUS institutions.

Designation:

Required course. 3 credit hours. Offered fall, spring, and summer terms.

Course Description:

Development and analysis of process models for systems that arise in chemical engineering applications.

Pre-requisites:

MAC2313. Calculus with Analytic Geometry III; analytic geometry, differentiation, integration, integration by parts, infinite sequences and series, vector algebra, and calculus.

Text Book(s) and/or other required material:

Kreyszig, K, "Advanced Engineering Mathematics," 9th Ed., John Wiley, 2005.
Course Notes and Handouts posted on Course Blackboard site (accessible from <http://campus.fsu.edu>).

Course Learning Outcomes and their relationship to Criterion 3 Program Outcomes

Course Objectives	PO & LOL	Proficiency Assessed by
Ability to develop and analyze process models for equilibrium single-stage and multistage systems.	A:3; C:3	HW, Q, E
Ability to develop and analyze process models for dynamic single-stage and multistage systems.	A:3; C:3	HW, Q, E
Ability to optimize process operating conditions using a process model.	A:3; C:3; E:4; F:3; H:2	HW, Q, E
Ability to make decisions on the best way to model and analyze a chemical process.	A:3; C:3; E:4; F:3; H:2	Q, E

PO: Program Outcomes A-K. LOL: Level of Learning corresponding to Bloom's taxonomy.
HW: Homework; Q: Quizzes; E: Exams; L: Logbook; DP: Design Project.

Course Topics:

1. Model Formulation
2. Separable & Exact Ordinary Differential Equations
3. Second-Order ODE w/ Constant Coefficients
4. Non-homogeneous ODE w/ Constant Coefficients
5. Laplace Transforms - Properties
6. Transforms of Step & Impulse Functions
7. Convolution Theorem & Partial Fractions
8. Systems of Differential Equations
9. Matrix Algebra
10. Gaussian Elimination
11. Determinants; Cramer's rule
12. Matrix Eigenvalues and Eigenvectors
13. Optimization
14. Linear Programming

Course Format:

Two 75-minute lecture sessions per week.

Computer Usage:

Assignments involving numerical computation are to be completed using a numerical package such as EXCEL, MATLAB or by writing codes in FORTRAN or any other high-level programming language. Access to numerical programs or to FORTRAN is provided through the COE computer facilities. Applications for accounts on the COE system are to be directed to Computing Multimedia Services (CMS) on the third floor of the COE A building. Public terminals can be found at various locations in the Engineering building. The course website can be accessed through campus.fsu.edu. (FAMU students should login using their engineering computer account username with an eng appended.)

Course Policies:

Grading: Homework 15%; Quizzes 15%; Mid-Term Exams 40%; Final exam 30%.

There will be about ten homework assignments during the course of the semester. Homework is due at the beginning of class one week after assignment. All homework should be professional in appearance. No late homework will be accepted.

Quizzes and Exams: There will be about ten quizzes (closed book/closed notes) of fifteen minutes duration each, based on the homework and reading assignments. When grades are computed the two lowest quiz scores will be dropped. There will be two mid-term exams of 75 minutes duration each. The final exam, which will be based on all the material covered in the course, will be of two hours duration. One sheet of formulas will be provided for each mid-term exam, and three sheets of formulas will be provided for the final exam. Makeup exams will be given only under extraordinary circumstances (e.g a medical emergency), and the instructor should be given documentation for the absence no later than two days after the date of the scheduled exam.

Class Attendance: Class will meet twice a week for 90 minutes each. Class attendance is mandatory. More than two unexcused absences will result in a reduction of five points in the overall course score.

Academic Honor Code: Students are bound by the Academic Honor Code in all of their academic work. Please refer to the appropriate sections of the University Bulletin or Catalog, or to the Student Handbook.

Alternative Format: This syllabus and all other course materials are available in alternative format upon request.

Professional Component Contributions:

Students utilize knowledge of mathematics, chemistry, physics, and basic engineering sciences to seek solutions to a wide variety of problems in chemical engineering.

STUDENT SYLLABUS SUMMER 2017
MAP 2302 – ORDINARY DIFFERENTIAL EQUATIONS (ODE)

INSTRUCTOR: Chris Stover

EMAIL: cstover@math.fsu.edu

OFFICE: MCH 402-F

OFFICE HOURS: Tuesdays & Thursdays – 12:00p to 1:30p, or by appointment

I'm flexible!
Email for accommodations!

Because of its size, this class has a grader assigned. The grader's info is as follows:

GRADER: Ryan Vinson

GRADER EMAIL: rvinson@math.fsu.edu

GRADER OFFICE: MCH 404/6-A

GRADER OFFICE HOURS: TBA

MEETING INFO: Mondays, Wednesdays, & Fridays – 12:30p to 1:30p @ 101 LOV

SECTION NUMBER: 1

CREDIT HOURS: 3

COURSE WEB PAGE: http://www.math.fsu.edu/~cstover/teaching/su17_map2302/

Note: You are encouraged to bookmark this website and refer to it several times per week: I consider it a living document, and as such, it's liable to change on very short notice. *Failure to refer to this web page, check your email, etc., on a regular basis will put you at a disadvantage! Don't miss out on information!*

ELIGIBILITY: You must have the course prerequisites listed below, and must never have completed with a grade of C- or better a course for which MAP 2302 is a (stated or implied) prerequisite (including but not limited to MAP 3305). It is the student's responsibility to check and prove eligibility.

PREREQUISITES: You must have passed MAC 2312 (Calculus II) with a grade of B- or better **or** passed MAC 2313 (Calculus III) with a grade of C- or better.

REQUIRED TEXT: *Elementary Differential Equations*, 10th Edition, by Boyce and DiPrima. ISBN-10: 0-470-45832-1.

COURSE CONTENT: Chapters 2, 3, 6, and 5 of the text.

COURSE DESCRIPTION: This course covers various types of first-order differential equations, second- and higher-order linear differential equations, systems of first-order equations, power series solutions, Laplace transforms, and numerical methods. More topics may be covered as time permits.

COURSE OBJECTIVES: The purpose of this course is to introduce students to the ideas, notions, and applications of ordinary differential equations (ODE).

In particular, this course will draw contrasts between the perception of the theory of ODE (i.e. that “all differential equations” can “be solved”) and the actuality of it; throughout, this will be used as a guiding principle by which a variety of ODE-related techniques (qualitative, analytic, geometric,...) will be presented.

The material in this course should be mastered before the student proceeds to courses for which it is a prerequisite.

LEARNING OBJECTIVES: The overarching theme of this course is:

Teaching students to think like mathematicians!

In order to achieve this goal, we will aspire to:

- (Obj 1) *Reinforce old Calculus techniques so that previous roadblocks aren't current obstacles.*
Throughout, students will be expected to strengthen their differentiation and integration skills, as well as their ability to understand/manipulate sequences/series.
Success in this area will be achieved by regularly reviewing those techniques and ideas from the perspective of current material, and progress will be measured by performance on homeworks, quizzes, and tests.
- (Obj 2) *Learn to interpret the new stuff as a logical extension of regular calculus while recognizing and understanding the (often-subtle) differences between them.*
Unlike traditional Calculus, the study of ordinary differential equations is subtle. Notions of what it means to “solve” such an equation are far less clear-cut than with traditional algebraic equations, and emphasis will be placed on qualitative and numerical techniques in addition to traditional analytic tools.
- (Obj 3) *Develop the intuition to understand the subtleties and caveats of a problem at (or near) first glance.*
Some ODE are easy to solve; others aren't. Via careful in-class examination, we'll form and analyze these distinctions, and by way of directed out-of-class assignments/readings, students will develop the ability to perform this differentiation (pun intended) by themselves.
- (Obj 4) *Develop the intuition to know precisely which tools to use for a given problem.*
Mathematicians don't want to redo the same problem multiple times because they started on the wrong foot! By semester's end, we will aspire to identify which methods work in solving a given problem and which don't; to help make this more tractable, I will incorporate *why?/why not?* discussions into the examples presented so that the lessons can be learned firsthand.

GRADING: Your grade in the course will be the weighted average of your performance on: (a) four unit tests; (b) weekly-ish quizzes; and (c) regular homework.

Numerical course grades will be determined according to the formula

$$\frac{2x + y}{3},$$

where x = (average of unit tests) and y = (average of homework and quizzes). Letter grades will be determined from numerical scores as follows:

A=90–100; B=80–89; C=70–79; D=60–69; F=0–59.

Plus or minus grades may be assigned. A grade of “I” will not be given to avoid a grade of F or to give additional study time. Failure to process a course drop will result in a course grade of F.

EXAM SCHEDULE: Below is the tentative (!!!) exam schedule. These dates (except for the last exam) are subject to change.

Test 1: Friday, June 2

Test 2: Friday, June 23

Test 3: Friday, July 14

Test 4: Friday, August 4, 12:30pm to 1:30pm

Not tentative and 100% set in stone!

EXAM POLICY: No makeup tests or quizzes will be given. If a test absence is excused, then the final exam score may be substituted for a missing test grade. If a quiz absence is excused, then the next unit test grade will be used for the missing grade. An unexcused absence from a unit test will be penalized. An unexcused absence from a quiz will result in a grade of zero.

UNIVERSITY ATTENDANCE POLICY: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

TUTORING FOR MATH: Tutoring is available for this course via ACE Tutoring at the Learning Studio in the William Johnston Building. Appointments may be made, and drop-ins are welcome for one-on-one and group tutoring. Please contact the ACE Learning Studio at tutor@fsu.edu, 850-645-9151, or find more information at <http://ace.fsu.edu/tutoring>.

ACADEMIC HONOR POLICY: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process.

Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

AMERICANS WITH DISABILITIES ACT: Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note: Instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided!

This syllabus and other class materials are available in alternative format upon request.

FSU STUDENT DISABILITY RESOURCE CENTER: For more information about services available to FSU students with disabilities, contact

Student Disability Resource Center
874 Traditions Way
108 Student Services Building, Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

SYLLABUS CHANGE POLICY: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

MAP 2302/ MAP 3305 Instructor: Nick Cogan
ODE/Eng. Math I Office: LOV 002-E
Office hours: TR 12:15-2:00 Phone: 644-7196
TR:3:35 - 4:50 E-mail: cogan@math.fsu.edu
HCB 0213 Website: www.math.fsu.edu/~cogan/

Text : Elementary Differential Equations and Boundary Value Problems, 8th edition, by William Boyce and Richard DiPrima

Prerequisites: Calculus 2 (c- or better) although students are encouraged to complete Calculus 3

Course Objective: This course is designed as an introduction to differential equations. The focus of the course is the derivation and analysis of a variety of ODE's. We will cover first, second and higher order linear ODE's, series solutions, Laplace transforms and (possibly) systems of ODE's.

Expectations: You are expected to attend class and participate in discussions. A student absent from class bears the full responsibility for all subject matter and procedural information discussed in class.

- It is expected that students will work together on the homework assignments although the write-up should be done independent of the other students.

Assignments: Homework problems will be assigned approximately daily, but will not be collected. Instead there will be quizzes (approximately every other thursday) that will consist of problems very similar to the homework problems. The quizzes will last about 15-20 minutes and will be given at the beginning of class.

Exams: There will be two midterm examinations and a final exam. Make-up exams will only be given with a written doctors note or with approval from the dean and myself. Roughly the midterms will cover chapters 2-4, 5-6

- The final will cover chapter 7 and selected topics from the rest of the course. The final exam is scheduled for Thursday December 11 from 7:30 to 9:30 a.m. You must contact me immediately if you have a conflict. The room will be announced. **Completion of the final is required in order to pass the class.**

Grading: The average of the midterm exams counts 30% of the grade, and the final exam counts 30%. The average of the quizzes will count 40%.

NOTE: MAP 3305 students will have additional requirements from the lab which will count 20% of

the average, hence the above division counts for 80% of the possible points.

Letter grades will be determined from numerical grades as follows: A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: 0-59. Plus or minus grades may be assigned in a manner consistent with standard University practice. A grade of I will not be given to avoid a grade of F or to give additional study time. Failure to process a course drop will result in a course grade of F.

- Please feel free to contact me by e-mail, phone, after class, before class or during office hours.
- **HONOR CODE.** The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility 1) to uphold the highest standards of academic integrity in the student's own work, 2) to refuse to tolerate violations of academic integrity in the University community, and 3) to foster a high sense of integrity and social responsibility on the part of the University community. Please note that violations of this Academic Honor System will not be tolerated in this class. Specifically, incidents of plagiarism of any type or referring to any unauthorized material during examinations will be rigorously pursued by this instructor. Before submitting any work for this class, please read the "Academic Honor System" in its entirety (as found in the [FSU General Bulletin](#) and in the [FSU Student Handbook](#) and ask the instructor to clarify any of its expectations that you do not understand.
- **AMERICAN DISABILITIES ACT.** Students with disabilities needing academic accommodations should: 1) register with and provide documentation to the Student Disability Resource Center (SDRC); 2) bring a letter to the instructor from SDRC indicating you need academic accommodations. This should be done within the first week of class. This and other class materials are available in alternative format upon request.

Important Dates

August 25	Classes begin
August 28	Add/drop ends
September 1	Labor Day. No Classes
October 10	Last day to drop without grade
November 12	Veteran's Day. No Classes
November 27-28	Thanksgiving Break
December 5	Last day of classes
December 8-12	Final exams
December 11	Course final exam

Changes to Current Track

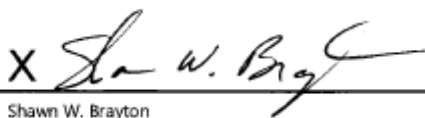
Program:	<u>Construction/Building Technology</u>	CIP	<u>15.1001</u>
Track:		Track:	<u>3/3</u>
Offered At:	<u>UNF</u>	Program Length:	<u>120</u>
LOWER LEVEL COURSES			
Course Number	Credit Hrs	Course Name	
ACGX021	3	Accounting Principles	
& BCNX251	3	Building Constr Drawing I	
& BCNX20 C	3	Construction Materials	
& BCNX405 C	3	Applied Statistics & Strength	
& ECOX013	3	Macroeconomics	
& ECOX023	3	Microeconomics	
& MACX233	3	Calculus for Business & S.S. I	
or MACX311	4	Calculus I	
& PHYX053/X053L	4	General Physics I	
or PHYX004/X004L		Tech Physics I	
& PhyX054/ X054L	<u>4</u>	General Physics II	
or PHYX005/ X005L		Tech Physics II	
<u>or CHMX045'</u>		General Chemistry I	
& STAX023	3		
& BULX130	3	Legal Env of Business	
or BULX310		Advanced Legal Env	
or BULX320		Advanced Business Law	
or BULX241		Tradit Business Law	
& CGSX100	3	Application for Business	
or CGSX531		Integrated Software	
or CGSX570		Microcomputer Software Pckg I	

60 Credits for AA
-common
-32 prerequisites
+6 +gen ed core
34 Hours left to complete
30 general ed hours



Common Prerequisite Proposal

I. Contact Information

Requesting Chief Program Chair: Mag Maek	Email: mmalek@unf.edu Phone: 904-620-2683
Requesting Chief Academic Officer or University Common Prerequisite Liaison (person submitting this proposal to the Board of Governors or Division of Florida Colleges::	 Shawn W. Brayton Director for Academic Programs Email: sbrayton@unf.edu Phone: 904-620-2712
Requesting institution: UNF	

II. Program Information

Title of Degree Program: Building Construction	CIP Code: 15.1001	Track (if appropriate): 3/3
Does this proposal align with a current track?	Yes:	No: X
Is this program approved for limited access? No		
Approved total program hours to the baccalaureate degree: 126		
Other Institutions offering the same program (CIP and Tracks or different CIP/Track if the same major):		
<ul style="list-style-type: none"> • FIU and UF (CIP 15.1001, Track 1/3); and • FAMU and SSCF (CIP 15.1001, Track 2/3). 		

III. Proposed Changes – Add rows as necessary

A. All Current Approved Common Prerequisites (add rows if necessary).

Current Approved Common Prerequisites			
Course Prefix	Course Name	Cr. Hrs.	Proposed changes
ACGX021	Financial Accounting	3	
BCNX251	Building Construction Drawing	3	
BCNX210C	Construction Materials	3	
BCNX405C	Applied Statics and Strength of Materials	3	
ECOX013	Macroeconomics	3	
ECOX023	Microeconomics	3	
MACX233	Calculus for Business	3	
PHYX053/X053L	General Physics I and Lab	4	
Or PHYX004/X004L	General Physics I and Lab		
PHYX054/X054L	General Physics I and Lab	4	
Or PHYX005/X005L	General Physics I and Lab		
Or MACX311	Calculus 1		
STAX023	Statistics	3	

4/19/2018



Common Prerequisite Proposal

BULX130	Legal Environment of Business	3	Remove BULX130 from the common prerequisites. UNF desires to embed this course into the upper division program of study as part of the Business minor requirement.
Or BUL310	Legal Environment of Business		
Or BUL320	Legal Environment of Business		
Or BUL241	Legal Environment of Business		
CGSX100	Computer Applications for Business	3	
Or CGSX531	Integrated Software		
Or CGS570	Microcomputer Software Pckg I		
Current Approved Common Prerequisite Credit Hours			38

B. All Proposed Common Prerequisites and Commonality of Course Offerings (add rows if necessary)

Course Prefix	Credit Hours	Number of FCS Currently Offering Course	Number of SUS Currently Offering Course	Justification for the addition or deletion of course
CHMX045/X045L	4	All of them	All of them	The faculty want to give students the <i>choice to take either PHYX054 Physics II and Lab, or CHMX045 and lab</i> . This was a result of a faculty curriculum review. The faculty contend that Physics II has very little to do with construction and the students would be better served having the option to take General Chemistry rather than Physics II. The faculty believe that students will benefit in the construction materials class with a working knowledge of chemistry. Additionally, many students enter UNF with CHMX045 completed with AP, dual enrollment or in transfer from a state college or University.

C. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in the baccalaureate degree program:

Course(s) limited to 3 or less FCS institutions	Justification as to why these courses are critical for a student's success in the baccalaureate program.
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4/19/2018



Common Prerequisite Proposal

If your request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses:

IV. Review of Completion within 60 semester hours.

A. Course Prerequisites, if known, for Common Prerequisite

College Level Prerequisites for Common Prerequisite Courses		
Course Prefix for	College Level Prerequisites	Cr. Hrs.
CHMX025	Intro to Chemistry and lab or High school Chemistry with B or better	3
MACX105	College Algebra	3
Number of College Level Prerequisites for Common Prerequisite Courses		

B. Review of Coursework

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
- 35	Minus Number of Proposed Common Prerequisite Credit Hours
- 6	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+ 17	Plus Number of Common Prerequisites in General Education Core
36	Equals Number Credit Hours to complete remainder of General Education

If the number of credit hours to complete remainder of general education is less than 24 credit hours, explain how students will meet the requirements of the common prerequisites:

V. Supporting Documentation

Include the following with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree.

Date of Submission to the Board of Governors or the Division of Florida Colleges: 16 July 2018

4/19/2018



Building Construction Curriculum 126 Credit Hours

Proposed Fall 2018
Major: Building Construction
Track: BCN / Degree: B.S.,
Bachelor of Science Building Construction
Minor in Business Administration

General Education Requirements (21 Credit Hours):

- ENC 1101 (3) Rhetoric & Writing
- ENC 1143 (3) Rhetoric & Narrative
- ENC 3250 (3) Professional Communications
- Humanities Course (3) See approved list
- Two Additional Critical Thinking (6) See approved list
- Cultural Awareness (3) See approved list (Math requirement may satisfy)
(BCN 4956 Study Abroad may also fulfill this requirement)

CHANGE Program Prerequisites (~~38~~ 35 Credit Hours): (43 credits including MAC1105, MAC1114 and PHY1020 prerequisites for PHY2053)

- ACG 2021 (3) Financial Accounting
 - STA 2023 (3) Elementary Stats for Business
 - ECO 2013 (3) Macroeconomics
 - ECO 2023 (3) Microeconomics
 - CGS 1100 (3) or approved Computer Course with CGS prefix
 - MAC 2233 (3) Calculus for Business
 - BCN 1210c (3) Construction Materials
 - BCN 1251 (3) Construction Drawing
 - BCN 2405 (3) Intro to Structures
 - PHY 2053 (4) College Physics I & PHY 2053 L College Physics I Lab
- Prerequisites for PHY2053: MAC1105 & MAC 1114 (or MAC1147) plus high school physics or PHY1020*

(Pick one)

- PHY 2054 (4) College Physics II & PHY 2054 L College Physics II Lab

Or

- [ADD CHM 2045 \(4\) General Chemistry I & CHM2045L General Chemistry I Lab](#)

Prerequisites for CHM2045: High School Chemistry or CHM1025 and lab

All lower-level prerequisite courses must be completed before upper-level BCN classes are attempted. Students may begin taking upper-level courses in construction when they have prerequisite hours remaining to complete a full schedule. Failure to complete the final prereq hours in the following term will cancel any further upper-level construction class registration.

CHANGE Core BCM Classes at UNF (~~49~~ 46 Credit Hours):

- [ADD: BCN 1001c \(1\) Introduction to Construction Management](#)
- BCN 2280 (3) Construction Surveying and Layout
- ~~CHANGE~~ BCN 3782g (3) Introduction to Construction Computing
- BCN 3223c (3) Soils & Foundations
- BCN 3762 (3) Bldg Const Design/Codes
- BCN 3611c (3) Construction Cost Estimating
- ~~CHANGE~~ BCN 4753 (3) ~~REMOVE-Construction Administration & Economics~~ Construction Finance and Cost Controls
- BCN 4591c (3) Mechanical & Electrical Systems
- BCN 3224 (3) Construction Techniques
- BCN 4708 (3) Construction Documents/Contracts
- BCN 4431 (3) Structural Systems
- BCN 4709 (3) Construction Management Capstone
- BCN 4720 (3) Construction Scheduling
- BCN 4612 (3) Advance Cost Estimating
- BCN 4730 (3) Construction Safety
- ~~REMOVE: BCN 4931 (1) Seminars: Construction Management~~
- BCN 4944 (3) Construction Management Internship
- ~~REMOVE: BCN 4759 (3) Construction Finance and Cost Controls~~

CHANGE Business Minor requirements (~~12~~ 15 Credit Hours):

ACG 2071 (3) Principles of Managerial Accounting

CHANGE BUL 3130 (3) Legal Environment of Business (Moved from Prereq area)

MAN 3025 (3) Administrative Management

MAR 3023 (3) Principles of Marketing

FIN 3403 (3) Financial Management

CHANGE BCM Elective Courses Pick ~~Two~~ Three (6 9 Credit Hours):

BCN 3012 (3) History of Construction

BCN 4751c (3) Housing and Land Development

BCN 4587c (3) Green Construction/Sustainability

BCN 4758 (3) Advanced Residential Construction

BCN 4870c (3) Heavy Civil Construction

BCN 4871c (3) Commercial Construction

BCN 4801c (3) Industrial Construction

BCN 4956 (3) Study Abroad: Construction Management**

BCN 4944 (3) Construction Management Internship**

BCN 4775 (3) International Construction

BCN 4240 (3) Construction Equipment

BCM PROGRAM TOTAL IS 63 UPPER DIVISION SEMESTER HOURS

*** Internship can be taken for up to 6 credit hours 3 for internship and 3 for a BCN elective selection. An extra BCN elective class can also be taken to take the place of the internship requirement. Study Abroad can be taken for a maximum of 9 credit hours.*

Program: Hispanic & Latin American Languages,
Literatures and Linguistics CIP: 16.0908

Offered At: UF Track: 1
Program Length: 120 Cr. Hrs.

NEW program

LOWER LEVEL COURSES

	Cr Hours	
<u>Select from the following: (1)</u>	<u>4-5</u>	
<u>PORX131 or PORX010 or PORX121 Or PORX220</u>		<u>Beginning Portuguese 2 or Intro. To Portuguese and Brazil, Accelerated</u>
 <u>Or Select from the following: (2)</u>	 <u>3-4</u>	
<u>SPNX201 or SPNX220</u>		<u>Intermediate Spanish 2</u>
 <u>Or Select from the following: (3)</u>		
<u>& SPNX202 or SPNX220</u>	<u>3-4</u>	<u>Intermediate Spanish 2</u>
<u>& PORX131 or PORX010 or PORX121</u>	<u>4-5</u>	<u>Intermediate Portuguese 2 or Intro to Portuguese and Brazil, Accelerated</u>

- (1) Common prerequisite for students interested in the Portuguese track of the B.A. degree program. Prerequisite requirement may also be met by demonstrated proficiency in another Romance language. The prerequisites may also be met by completing an equivalent or higher-level course.
- (2) Common prerequisite for students interested in the Spanish track of the B.A. degree program. Students may also meet this requirement by providing SAT2, International Baccalaureate, Advanced Placement, CLEP or other recognized test scores resulting in demonstration of proficiency. The prerequisites may also be met by completing an equivalent or higher-level course.
- (3) -
- (4) Common prerequisites for students interested in the Combined Track of the B.A. degree program. Advanced Placement, CLEP or other recognized test scores resulting in demonstration of proficiency. The prerequisites may also be met by completing an equivalent or higher-level course.
- (5) -

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
- 9 *	Minus Number of Proposed Common Prerequisite Credit Hours
+ 0	Plus Number of Common Prerequisites in General Education Core
51	Equals Number Credit Hours to complete the 36 remainder hours of General Education

*The highest number of possible common prerequisite course credit required is 8.

Coursework for CIP 16.0908

	lower or upper	Alternate or Only	FCS	Univ
PORX010	Upper	Alternate	0	2
PORX121	lower	Alternate	5	4
PORX131	lower	Alternate	0	2
PORX220	lower	Alternate	1	1
SPNX201	lower	Alternate	9	5
SPNX202	lower	Alternate	0	0
SPNX220	lower	Alternate	13	4

BC, FSCJ, MDC, SFC, VC

BC, FSCJ, GCSC, NFCC, PBSC, SCFMS, SPC, SSCF, V

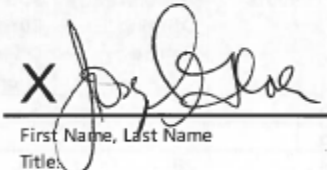
Only private

BC, CC, DCF, EFSC, FSCC, FSWSC, HCC, IRSC, MDC, TCC



Common Prerequisite Proposal

I. Contact Information

Requesting Chief Program Chair: Gillian Lord	Email: glord@ufl.edu Phone: 352-273-3749
Requesting Chief Academic Officer or University Common Prerequisite Liaison (person submitting this proposal to the Board of Governors or Division of Florida Colleges:: Joseph Glover, Provost and Senior Vice President for Academic Affairs	 First Name, Last Name Title: Email: jglover@aa.ufl.edu Phone: 352-392-2404
Requesting institution: University of Florida	

II. Program Information

Title of Degree Program: B.A. in Hispanic & Latin American Languages, Literatures and Linguistics	CIP Code: 16.0908	Track (if appropriate):
Does this proposal align with a current track?	Yes: 16.0905 and 16.0904	No:
Is this program approved for limited access?	No	
Approved total program hours to the baccalaureate degree: 120		
Other Institutions offering the same program (CIP and Tracks or different CIP/Track if the same major): None		

III. Proposed Changes – Add rows as necessary

A. All Current Approved Common Prerequisites (add rows if necessary).

Current Approved Common Prerequisites – Portuguese Track		
Course Prefix	Course Name	Cr. Hrs.
<i>For Portuguese track:</i>		
POR1131	Beginning Portuguese 2	5
or POR3010	or Intro. to Portuguese and Brazil, Accelerated	5
or	or proficiency in another Romance language	0
Current Approved Common Prerequisite Credit Hours		5

Current Approved Common Prerequisites – Spanish Track		
Course Prefix	Course Name	Cr. Hrs.
SPN2201	Intermediate Spanish 2	3
or test score	(SAT2, IB, AP, CLEP etc.)	0
Current Approved Common Prerequisite Credit Hours		3

Current Approved Common Prerequisites – Combined Track		
Course Prefix	Course Name	Cr. Hrs.
POR1131	Beginning Portuguese 2	5
or POR3010	or Intro. to Portuguese and Brazil, Accelerated	5
or	or proficiency in another Romance language	
SPN2201	Intermediate Spanish 2	3
or test score	(or SAT2, IB, AP, CLEP etc.)	
Current Approved Common Prerequisite Credit Hours		8

4/19/2018

Common Prerequisite Proposal



B. All Proposed Common Prerequisites and Commonality of Course Offerings (add rows if necessary)

Course Prefix	Credit Hours	Number of FCS Currently Offering Course	Number of SUS Currently Offering Course	Justification for the addition or deletion of course
POR1131	5	2	5	These prerequisites are currently approved for the separate majors in the separate CIP codes (16.0904 and 16.0905) that are being incorporated into this single degree (CIP 16.0908).
POR3010	5	2	4	
SPN2201	3	20	10	

C. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in the baccalaureate degree program:

Course(s) limited to 3 or less FCS institutions	Justification as to why these courses are critical for a student's success in the baccalaureate program.
POR1131 POR3010	Portuguese is rarely, if ever, taught in high schools, but foundational knowledge of the language is needed before students can move on to upper-level study, which entails linguistic and literary analysis, as well as critical thinking and other higher-order skills carried out in Portuguese. (Similarly, a freshman composition course like ENC1101 is necessary for, but does not give credit toward, an English major.) The Portuguese major that is being replaced by the proposed tracks has the same prerequisite coursework, and it has not been a deterrent to potential majors

If your request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses:

IV. Review of Completion within 60 semester hours.

A. Course Prerequisites, if known, for Common Prerequisite

College Level Prerequisites for Common Prerequisite Courses		
Course Prefix for	College Level Prerequisites – Portuguese track	Cr. Hrs.
POR1131	POR1130	5
or POR3010	FRE3300 or SPN3300 or equivalent or proficiency in another Romance language	3
Number of College Level Prerequisites for Common Prerequisite Courses		8
Course Prefix for	College Level Prerequisites – Spanish track	Cr. Hrs.
SPN2201	SPN2200	3
Number of College Level Prerequisites for Common Prerequisite Courses		3
Course Prefix for	College Level Prerequisites – Combined track	Cr. Hrs.
SPN2201	SPN2200	3
POR1131	POR1130	5
or POR3010	FRE3300, or SPN3300, or equivalent	3
Number of College Level Prerequisites for Common Prerequisite Courses		11

4/19/2018



Common Prerequisite Proposal

B. Review of Coursework

C. Review of Common Prerequisite Completion within 60 hours – Portuguese Track (max. credits)

60	Credit Hours for AA Degree
-5	Minus Number of Proposed Common Prerequisite Credit Hours
-5	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+0	Plus Number of Common Prerequisites in General Education Core
50	Equals Number Credit Hours to complete remainder of General Education

Review of Common Prerequisite Completion within 60 hours – Spanish Track (max. credits)

60	Credit Hours for AA Degree
-3	Minus Number of Proposed Common Prerequisite Credit Hours
-3	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+0	Plus Number of Common Prerequisites in General Education Core
54	Equals Number Credit Hours to complete remainder of General Education

Review of Common Prerequisite Completion within 60 hours – Combined Track (max. credits)

60	Credit Hours for AA Degree
-8	Minus Number of Proposed Common Prerequisite Credit Hours
-11	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+0	Plus Number of Common Prerequisites in General Education Core
41	Equals Number Credit Hours to complete remainder of General Education

If the number of credit hours to complete remainder of general education is less than 24 credit hours, explain how students will meet the requirements of the common prerequisites:

V. Supporting Documentation

Include the following with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree.

Date of Submission to the Board of Governors or the Division of Florida Colleges: 8.22.18

4/19/2018

Hispanic and Latin American Languages, Literatures and Linguistics

The major in Hispanic and Latin American Languages, Literatures and Linguistics is excellent preparation for careers in business, journalism and communications, law, medicine, the service professions, and teaching.

Coursework for the Major

The different tracks within the Hispanic and Latin American Languages, Literatures and Cultures major require different coursework, depending on the student focus.

Spanish Track

The major requires 33 credits, beginning with foundational work in Spanish and then moves on to introductory coursework in culture, literature and linguistics. Pre-foundational coursework required to prepare the student for SPN 2240 or 2340 depends on the student's background in Spanish and an appropriate placement score. (Refer to the Placement section below.)

Students must earn minimum grades of C for coursework to count toward the major.

Additionally, there are separate courses designed students who speak Spanish as a heritage language (i.e., who grew up hearing or using Spanish at home).

Required Coursework

- SPN 2240 and SPN 3300 (non-bilingual track) or SPN 2340 and SPN 3350 (bilingual track), 6 credits
- SPN 3700, 3 credits
- At least one SPW 3000-level course, 3 credits
- An additional 21 credits of Spanish courses at the 3000/4000 levels
- At least 12 of the 21 credits must be at the 4000 level (four courses total)
- Students who transfer credits toward the Spanish major must take at least four 4000-level courses in Spanish at UF
- No more than 3 credits of SPN 4905 may count toward the major

Recommended Coursework

Students who have studied six semesters of Spanish or who have equivalent fluency may enroll in one-credit Spanish discussion sections that accompany selected Latin American studies courses in anthropology, art, business, philosophy, religion, sociology, etc. A maximum of three such courses may be credited toward the Spanish major and minor. Refer to the course description for SPN 3224.

Additional course information

- SPN 3301 is the prerequisite for SPN 4420
- SPN 3700 is the prerequisite for 4000-level SPN linguistics courses
- SPN 4780 is the prerequisite for SPN 4840
- The prerequisite for 4000-level SPW courses is one SPW 3000-level course.

Concentrations

After completing the introductory courses (SPN3700 and SPW3xxx), students may choose to complete their remaining upper division coursework in Hispanic Literatures or Hispanic Linguistics, or a combination of the two. Courses in the literature concentration (indicated with the prefix SPW) focus on the reading, contextualization and critical analysis of literary texts from across the Spanish-speaking

world and including a wide range of periods and genres. Courses in the linguistics concentration (indicated with the prefix SPN) focus on the scientific study of the Spanish language and its structures, such as morphology, phonetics, phonology and syntax; as well as more applied linguistic areas such as psycholinguistics, bilingualism, and language acquisition.

Overseas Study

Students pursuing a major or a minor in Spanish are strongly encouraged to spend a summer, a semester or an academic year in a Spanish-speaking country. UF programs are encouraged because they allow for easy transfer of UF credits and courses or course equivalencies. Most financial aid applies in this case as well. Interested students should contact the undergraduate coordinator and the UF International Center, 170 Hub.

Placement

Students with no previous study or experience in Spanish will need to complete the beginning language sequence (SPN 1130-1131) and the intermediate language sequence (SPN 2200-2201) to prepare for SPN 2240.

Students with prior study or knowledge of Spanish who wish to enroll in a Spanish course can present dual enrollment, AP, IB, or AICE scores, or can take the WebCAPE online placement test.

Any student who has lived in a Spanish-speaking country for more than a year or who has significant Spanish-speaking experience at home or in a community must consult the coordinator of the bilingual program before enrolling in any SPN language, literature or culture course. Heritage speakers not planning to take Spanish who wish to show proficiency should consult the Department for information on how to fulfill their foreign language proficiency requirement. More information on Spanish placement. (link to <https://spanishandportuguese.ufl.edu/undergraduate-programs/lower-division-spanish-program/spanish-placement/>)

Research

Students who wish to complete a senior thesis for honors should consult Spanish faculty at least two semesters in advance of graduation.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

For degree requirements outside of the major, refer to CLAS Degree Requirements: Structure of a CLAS Degree.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- 2.0 UF GPA required

Semester 2

- Complete SPN 1130 or a higher-level Spanish course
- 2.0 UF GPA required

Semester 3

- Complete SPN 1131 or a higher-level Spanish course
- 2.0 UF GPA required

Semester 4

- Complete SPN 2200 or continue taking higher-level Spanish coursework with a 2.5 critical-tracking GPA

- 2.0 UF GPA required

Semester 5

- Complete SPN 2201 or a higher-level Spanish course

- 2.0 UF GPA required

Semester 6

- Complete three of the remaining SPANISH 3xxx/4xxx required courses

- 2.5 critical-tracking GPA required

- 2.0 UF GPA required

Semester 7

- Complete three of the remaining SPANISH 3xxx/4xxx required courses

- 2.5 critical-tracking GPA required

- 2.0 UF GPA required

Semester 8

- Complete all remaining SPANISH 4xxx required courses

- 2.5 critical-tracking GPA required

- 2.0 UF GPA required

Model Semester Plan

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the Spanish track of the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

Semester 1	Credits
IUF 1000 What is the Good Life <i>GE-H</i>	3
SPN 1130 Beginning Spanish 1	5
Composition <i>State Core GE-C; WR</i>	3
Mathematics <i>State Core GE-M</i>	3
Social and Behavioral Sciences <i>State Core GE-S</i>	3
Total	17
Semester 2	Credits
SPN 1131 Beginning Spanish 2	5

Biological or Physical Science <i>State Core GE-B or P</i>	3
Elective	1
Mathematics <i>GE-M</i>	3
Social and Behavioral Sciences <i>GE-S</i>	3
Total	15

Semester 3	Credits
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SPN 2200 Intermediate Spanish 1	3
Biological or Physical Science <i>Area <u>not</u> taken in semester 2, GE-B or GE-P</i>	3
Humanities <i>State Core GE-H</i>	3
Science laboratory <i>GE-P or B</i>	1
Social and Behavioral Sciences <i>GE-S</i>	3
Total	13

Semester 4	Credits
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SPN 2201 Intermediate Spanish 2	3
Biological Science <i>GE-B</i>	3
Electives	6
Humanities (<i>GE-H</i>) or Elective	3
Total	15

Semester 5	Credits
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SPN 2240 Intensive Communication Skills <i>or</i> SPN 2340 Introduction to Reading and Writing for Bilingual Speakers <i>If not taken previously</i>	3
--	---

SPN 3300 Spanish Grammar and Composition 1 or SPN 3350 Spanish Grammar and Composition for Bilingual Speakers	3
Composition GE-C; WR	3
Elective	3
Elective 3000 level or above, not in major	3
Total	15
Semester 6	
	Credits
SPW 3700 Introduction to Hispanic Languages	3
SPW course *** 3000 level	3
SPN or SPW course *** 3000 level	3
Elective 3000 level or above, not in major	3
Physical Science GE-P	3
Total	15
Semester 7	
	Credits
SPN or SPW courses *** 3000/4000 level	6
SPN or SPW courses *** 4000 level	3
Electives 3000 level or above, not in major	6
Total	15
Semester 8	
	Credits
SPN or SPW courses *** 4000 level	9
Electives 3000 level or above, not in major	6

Total 15

** SPN 2240 (or SPN 2340) is the first course that earns credit toward the major or minor. SPN 3300 can be taken concurrently with SPN 2240.

*** Some Spanish courses may also fulfill the H and N general education requirements: SPW 3030, SPW 3031, SPW 3100 and SPW 3101, SPN 3510, and SPN 3520; SPN 3440 fulfills the S and N general education categories.

Portuguese Track

The major requires 33 credits, beginning with foundational work in Portuguese and then moving on to more advanced coursework in language, culture and literature.

Students must earn minimum grades of C for coursework to count toward the major.

*POR 3010 Introduction to Portuguese and Brazil is an accelerated course for speakers of Spanish (or French). It fulfills the CLAS foreign language requirement but it does **not** count as a 3000-level course for the major requirements.*

Required Coursework

- POR 3242
- 30 additional hours of POR or POW courses at the 3000 and 4000 levels.
- A minimum of 12 credits must be at the 4000 level.
- Only one class in English (PRT) can count towards the major, substituting for POR/POW.
- Classes must be passed with a grade of C or better in order to be counted for the major.
- Two Individual Work courses (POW 4905) may be accepted as part of the major's requirements.
- Select courses outside the department may also count toward the major under special conditions.

Recommended Coursework

These classes are recommended to enhance students' overall understanding and appreciation of Portuguese-speaking people and their culture.

- ANT 4336 The Peoples of Brazil
- LAH 4630 Brazil after 1750
- LAS 2001 Introduction to Latin American Studies
- MUH 3541 Latin American Music
- Humanities, arts, and social science courses that relate to the Portuguese-speaking world

Overseas Study

The university sponsors a reasonably priced summer B program in Rio de Janeiro, Brazil. Majors and minors are encouraged to participate at the 3000/4000 level, where they will earn six credits. The program also fulfills the summer residency requirement.

Placement

See the undergraduate coordinator for placement information, especially for transfer students and heritage speakers.

Relevant Minors and/or Certificates

Majors may want to pursue a certificate in Latin American Studies.

Research

Students who wish to complete a senior thesis for honors should consult Portuguese faculty at least two semesters in advance of graduation.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major. Please note the critical-tracking requirements below on a per-semester basis.

For degree requirements outside of the major, refer to CLAS Degree Requirements: Structure of a CLAS Degree.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

Semester 1

- 2.0 UF GPA required

Semester 2

- 2.0 UF GPA required

Semester 3

- Complete POR 1130
- 2.0 UF GPA required

Semester 4

- Complete POR 1131
- 2.0 UF GPA required

Semester 5

- Complete POR 3242 and one additional Portuguese course with a 2.5 critical-tracking GPA
- 2.0 UF GPA required

Semester 6

- Complete three of the remaining 3xxx/4xxx required courses
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 7

- Complete three of the remaining 3xxx/4xxx required courses
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 8

- Complete all remaining 4xxx required courses
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Model Semester Plan

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria. *This semester plan represents an example progression through the Portuguese track of the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.*

Semester 1	Credits
POR 1130 Beginning Portuguese 1 <i>or</i> POR 3010 Introduction to Portuguese and Brazil: Accelerated *	5
Biological or Physical Science <i>State Core GE-B or P</i>	3

Composition <i>State Core GE-C; WR</i>	3
Mathematics <i>State Core GE-M</i>	3
Total	14
Semester 2 Credits	
IUF 1000 What is the Good Life <i>GE-H</i>	3
POR 1131 Beginning Portuguese 2	5
Mathematics <i>GE-M</i>	3
Social and Behavioral Sciences <i>State Core GE-S</i>	3
Total	14
Semester 3 Credits	
POR or POW or PRT 3000/4000-level course <i>POR 3242 Oral and Written Practice in Portuguese recommended</i>	3
POR or POW or PRT 3000/4000-level course	3
Biological or Physical Science <i>Area <u>not</u> taken in semester 1, GE-B or P</i>	3
Humanities <i>State Core GE-H</i>	3
Social and Behavioral Sciences <i>GE-S</i>	3
Total	15
Semester 4 Credits	
POR or POW or PRT 3000/4000-level course <i>POR 3243 Composition and Conversation recommended</i>	3
POR or POW or PRT 3000/4000-level course	3
Elective <i>3000 level and above, not in major</i>	3

Humanities <i>GE-H</i>	3
Social and Behavioral Sciences <i>GE-S</i>	3
Total	15
Semester 5 Credits	
POR or POW or PRT 3000/4000-level course	3
Composition <i>GE-C; WR</i>	3
Electives	6
Physical Science <i>GE-P</i>	3
Science laboratory <i>GE-P or B</i>	1
Total	16
Semester 6 Credits	
POR or POW or PRT 4000-level course	3
Biological Science <i>GE-B</i>	3
Elective <i>3000 level and above, not in major</i>	3
Electives	6
Total	15
Semester 7 Credits	
POR or POW or PRT 3000/4000-level course	3
POR or POW or PRT 4000-level course	3
Elective	7
Electives <i>3000 level or above, not in major</i>	3
Total	16
Semester 8 Credits	

POR or POW or PRT 4000-level courses	6
Electives <i>3000 level or above, not in major</i>	9
Total	15

* POR 3010 may be offered in the Fall, Spring, or Summer A terms and satisfies the CLAS language requirement.

Combined Track

The major requires 33 credits, beginning with foundational work in Spanish and Portuguese and then moving on to more advanced coursework in language, culture, literature and linguistics.

Students must earn minimum grades of C for coursework to count toward the major.

POR 3010 Introduction to Portuguese and Brazil is an accelerated course for speakers of Spanish (or French). It fulfills the CLAS foreign language requirement but it does **not** count as a 3000-level course for the major requirements.

Required Coursework

- POR 3242
- SPN 2240 or SPN 2340
- SPN3300 or SPN 3350
- 24 additional hours at the 3000 and 4000 levels
- A minimum of 12 credits must be taken at the 4000 level.
- At least six credits at the 4000 level must be taken in each language (i.e., 6 credits of SPN/SPW4000 + 6 credits POR/POW4000).
- Only one class in English (SPT or PRT) can count towards the major, substituting for SPN/SPW or POR/POW
- Classes must be passed with grade of C or better in order to be counted for the major

Overseas Study

Students are strongly encouraged to spend a summer, a semester or an academic year in a Spanish- or Portuguese-speaking area. UF programs are encouraged because they allow for easy transfer of UF credits and courses or course equivalencies. Most financial aid applies in this case as well. Interested students should contact the undergraduate coordinator and the UF International Center, 170 Hub

Placement

See the relevant undergraduate coordinators for placement information, especially for transfer students and heritage speakers.

Relevant Minors and/or Certificates

Majors may want to pursue a certificate in Latin American Studies.

Research

Students who wish to complete a senior thesis for honors should consult the undergraduate coordinator in Spanish or Portuguese at least two semesters in advance of graduation.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for entry to each major.

Please note the critical-tracking requirements below on a per-semester basis.

For degree requirements outside of the major, refer to CLAS Degree Requirements: Structure of a CLAS Degree.

Equivalent critical-tracking courses as determined by the State of Florida Common Course

Prerequisites may be used for transfer students.

*The combined track is ideally designed for students who already possess some proficiency in one or both languages and do not need to begin with beginning coursework in both. The more common case of

previous coursework in Spanish is represented in the critical tracking, but student who have prior knowledge of Portuguese and need to start with basic Spanish should consult with the undergraduate advisors.

Semester 1

- Complete POR 1130 if needed
- Complete SPN 2200
- 2.0 UF GPA required

Semester 2

- Complete POR 1131 (or POR 3010)
- Complete SPN 2200
- 2.0 UF GPA required

Semester 3

- Complete POR 3242
- Complete SPN 2240 or SPN 2340
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 4

- Complete one additional POR3xxx course
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 5

- Complete SPN 3300 or SPN 3350
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 6

- Complete two of the remaining SPN/SPW/POR/POW 3xxx/4xxx required courses
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 7

- Complete two of the remaining SPN/SPW/POR/POW 3xxx/4xxx required courses
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Semester 8

- Complete all remaining SPN/SPW/POR/POW 4xxx required courses
- 2.5 critical-tracking GPA required
- 2.0 UF GPA required

Model Semester Plan

Students are expected to complete the writing requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S). To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria. *This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.*

Semester 1	Credits
POR 1130 Beginning Portuguese 1	5
SPN 2200 Intermediate Spanish 1	3
Biological or Physical Science <i>State Core GE-B or P</i> <i>Or</i> Mathematics <i>State Core GE-M</i>	3
Composition <i>State Core GE-C; WR</i>	3
Total	14
Semester 2	Credits
IUF 1000 What is the Good Life <i>GE-H</i>	3
POR 1131 Beginning Portuguese 2 or POR 3010 SPN 2201	5 3
Biological or Physical Science <i>State Core GE-B or P</i> <i>Or</i> Mathematics <i>State Core GE-M</i>	3
Social and Behavioral Sciences <i>State Core GE-S</i>	3
Total	14
Semester 3	Credits
POR 3242 Oral and Written Practice in Portuguese	3
SPN 2240 or SPN 2340	3
Biological or Physical Science or Math <i>Area not taken in semester 1, GE-B or P</i>	3
Humanities <i>State Core GE-H</i>	3
Social and Behavioral Sciences <i>GE-S</i>	3
Total	15

Semester 4	Credits
POR or POW 3000/4000-level course	3
Elective <i>3000 level and above, not in major</i>	3
Humanities <i>GE-H</i>	3
Social and Behavioral Sciences <i>GE-S</i>	3
Total	15
Semester 5	Credits
SPN 3350 or 3300	3
Composition <i>GE-C; WR</i>	3
Electives <i>3000 level and above, not in major</i>	6
Physical Science <i>GE-P</i>	3
Science laboratory <i>GE-P or B</i>	1
Total	16
Semester 6	Credits
Two SPN/SPW/POR/POW 3xxx/4xxx required courses	6
Biological Science <i>GE-B</i>	3
Elective <i>3000 level and above, not in major</i>	3
Electives	3
Total	15
Semester 7	Credits
Two SPN/SPW/POR/POW 3xxx/4xxx required courses	6

Electives or remaining Gen Eds <i>3000 level or above, not in major</i>	9
Total	16
Semester 8	
Three SPN/SPW/POR/POW 3xxx/4xxx required courses	9
Electives	6
Total	15

Program: Biology - BA **CIP:** 26.0101
Offered At: FIU **Track:** 4/4
Program Length: 120 Cr. Hrs.

NEW track

LOWER LEVEL COURSES

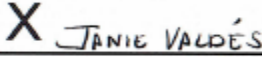
	Cr Hours	
BSCX010 & BSCX010L Or BSCX010C Or BSCX040 & BSCX040L	4	Biology I and Lab
& BSCX011 & BSCX011L Or BSCX011C Or BSCX041 & BSCX041L	4	Biology II and Lab
& CHMX045 & CHMX045L Or CHMX045C Or CHMX040 & CHMX041	4	Chemistry I and Lab
& CHMX046 & CHMX046L Or CHMX046C	4	Chemistry II and Lab
& Select from the following:		
CHMX210 & CHMX210L(2) & CHMX211 & CHMX211L(3)	8	
Or CHMX210C & CHMX211C (3)		
PHYX053(2)		
Or PHYX048 & PHYX048L(3) & PHYX049 & PHYX049L(3)		
& MACX311 or MACX233 or MACX253	4	
Or MACX281		
& MACX312 or MACX282 or MACX234	4	
Or STAX23 or STAX24 or STAX321		
<u>& MACX147</u>	<u>4</u>	<u>Precalculus Algebra/Trig</u>
<u>Or MACX114 & MACX140</u>		

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
- 20	Minus Number of Proposed Common Prerequisite Credit Hours
+ 6	Plus Number of Common Prerequisites in General Education Core
46	Equals Number Credit Hours to complete the 30 remainder hours of General Education



Common Prerequisite Proposal

I. Contact Information

Requesting Chief Program Chair: Marcy Kravec, PhD	Email: mkravec@fiu.edu Phone: 305.348.3584
Requesting Chief Academic Officer or University Common Prerequisite Liaison (person submitting this proposal to the Board of Governors or Division of Florida Colleges): Janie Valdés, Ed.D. Assistant Vice President Enrollment Management and Services	 <hr/> First Name, Last Name Title: Email: valdesj@fiu.edu Phone: 305.348.0265
Requesting institution: Florida International University	

II. Program Information

Title of Degree Program: B.A. in Biological Sciences	CIP Code: 26.0101	Track (if appropriate):
Does this proposal align with a current track?	Yes:	No:
Is this program approved for limited access? No		
Approved total program hours to the baccalaureate degree: 120		
Other Institutions offering the same program (CIP and Tracks or different CIP/Track if the same major): FAMU, FAU, FGCU, FIU, FSU, IRSC, MDC, SPC, UCF, UF, UNF*, USF, USFSM, USFSP, UWF		

III. Proposed Changes – Add rows as necessary

A. All Current Approved Common Prerequisites (add rows if necessary).

Current Approved Common Prerequisites		
Course Prefix	Course Name	Cr. Hrs.
Current Approved Common Prerequisite Credit Hours		

4/19/2018



Common Prerequisite Proposal

B. All Proposed Common Prerequisites and Commonality of Course Offerings (add rows if necessary)

Course Prefix	Credit Hours	Number of FCS Currently Offering Course	Number of SUS Currently Offering Course	Justification for the addition or deletion of course
CHM 2210	3			Not needed for the purposes of this degree
CHM 2210L	1			Not needed for the purposes of this degree
CHM 2211	3			Not needed for the purposes of this degree
CHM 2211L	1			Not needed for the purposes of this degree
PHY 2048	4			Not needed for the purposes of this degree – replaced by the equivalency PHY 2053
PHY 2048L	1			Not needed for the purposes of this degree
PHY 2049	4			Not needed for the purposes of this degree
PHY 2049L	1			Not needed for the purposes of this degree
MAC 2311	4			Not needed for the purposes of this degree – replaced by MAC 1147
MAC 2312	4			Not needed for the purposes of this degree

C. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in the baccalaureate degree program:

Course(s) limited to 3 or less FCS institutions	Justification as to why these courses are critical for a student's success in the baccalaureate program.

D. If your request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses:

E. Are you requesting to delete any of the currently approved common prerequisites? If so, please list below:

- CHM 2210, CHM 2210L
- CHM 2211, CHM 2211L
- PHY 2048, PHY 2048L (replace with PHY 2053 to better address the needs of the students in the BA).
- PHY 2049, PHY 2049L
- MAC 2311 (replace with MAC 1147 to better address the needs of the students in the BA).
- MAC 2312

4/19/2018



Common Prerequisite Proposal

Review of Completion within 60 semester hours.

A. Course Prerequisites, if known, for Common Prerequisite

College Level Prerequisites for Common Prerequisite Courses		
Course Prefix for	College Level Prerequisites	Cr. Hrs.
Number of College Level Prerequisites for Common Prerequisite Courses		

B. Review of Coursework

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
-	Minus Number of Proposed Common Prerequisite Credit Hours
-	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+	Plus Number of Common Prerequisites in General Education Core
	Equals Number Credit Hours to complete remainder of General Education

If the number of credit hours to complete remainder of general education is less than 24 credit hours, explain how students will meet the requirements of the common prerequisites:

V. Supporting Documentation

Include the following with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree.

Date of Submission to the Board of Governors or the Division of Florida Colleges: _____

4/19/2018

Program: Sport Management

CIP: 31.0504

Track: 1

Offered at: FSU*, UF, UNF, UWF

Prog. Lngth: 120 Cr. Hrs.

~~UWF offers this major in CIP 31.0501~~

Revised 2/24/2010

REVISED 10/28/15

LOWER LEVEL COURSES

FINXXXX <u>FIN1000-FIN2999</u> (1)	3	Any Course with Finance Prefix
OR MARXXXX <u>MAR1000-MAR2999</u> (1)		Any Course with Marketing Pre
OR GEBXXXX <u>GEB1000-GEB2999</u> (1)		Any Course with General Business Prefix
& MANXXXX <u>MAN1000 - MAN2999</u> (2)	3	Any Course with Management Prefix
OR BULXXXX <u>BUL1000-BUL2999</u> (2)		Any Course with Business Law Prefix
OR CGSXXXX <u>CGS1000-CGS2999</u> (2)		Any Course with Computer General Studies
OR STAXXXX <u>STA1000-STA2999</u> (2)		Any Course with Statistics Prefix
OR ACGXXXX <u>ACG1000-ACG2999</u> (2)		Any Course with Accounting Prefix
OR REEXXXX <u>REE1000-REE2999</u> (2)		Any Course with Real Estate Prefix
& HFTXXXX <u>HFT1000-HFT2999</u> (3)	3	Any Course with Hospitality Management Prefix
OR RMIXXXX <u>RMI1000-RMI2999</u> (3)		Any Course with Risk Management & Insurance Prefix
OR ECOXXXX <u>ECO1000-ECO2999</u> (3)		Any Course with Economics Prefix
OR COMXXXX <u>COM1000-COM2999</u> (3)		Any Course with Communication Prefix
& PETX303C (4)	4	Application of Science Principles to Condition Prog
OR BSCX085/X085L (4)	4	Anatomy & Physiology: I with Lab
& PETX622C (5)	4	Care & Prevention of Athletic Injuries
& SPMX000 <u>6</u> (4)	3	Introduction to Sport Management

- (1) FSU and UWF students may choose any course within prefixes. ~~Students interested in Sport Management at UF or the Sport Management concentration at UNF must take MARX023 as part of the curriculum requirements for those degrees. These are not, however, prerequisites for admission to those programs.~~ There are no prerequisites for UF and UNF in this area.
- (2) FSU and UWF students may choose any course within prefixes. Students who may be interested in Sport Management at UF or UNF must take ACGX021.
- (3) FSU and UWF students may choose any course within prefixes. Students who may be interested in Sport Management at UF or UNF must take ECOX013 (or ECOX023 at UF).

08/28/2018

- ~~(4) Either course with lab would be acceptable as a prerequisite to UNF's Sport Management/Community Sport Concentration. Anatomy and Physiology courses are not required as a prerequisite but are recommended for the UNF Sport Management/Sport Management Concentration. Anatomy and Physiology courses are not required as a prerequisite at UF; however, either course could be acceptable as an elective. There are no prerequisites in this area for FSU.~~
- ~~(5) PETX622C is a common prerequisite for UNF Sport Management/Community Sport Concentration. It is not a prerequisite for the UF or FSU programs or for the UNF Sport Management/Sport Management Concentration; however, could be acceptable as an elective.~~
- (4) The Florida State University, the University of Florida and the University of West Florida does not require this course.

*Application to **Modify** Currently Approved Common Prerequisites*

Degree Program Name: Sport Management CIP Code: 31.0504

Anticipated Degree Total Hours: 120

Are other degree programs under this name currently found in the Common Prerequisite Manual (CPM)? Yes No

If yes, under what CIP code? 31.0504

Institution Requesting Modification: University of West Florida

Name of Contact Person: Dr. Matt Ruckman/Dr. Kimberly McCorkle

Email Address: mruckman@uwf.edu Phone Number: (850) 474-2740

Please list the current common prerequisites and any corresponding approved alternative courses. Please add rows to the table as appropriate.

CIP: 31.0504 Track: 1

Current Primary Prerequisites	Current Alternative Course(s) (From the 2016-2017 Manual)
PETx303C or BSCX085/L	Either course with lab would be acceptable as a prerequisite to UNF's Sport Management/Community Sport Concentration. Anatomy and Physiology courses are not required as a prerequisite but are recommended for the UNF Sport Management/Sport Management Concentration. Anatomy and Physiology courses are not required as a prerequisite at UF; however, either course could be acceptable as an elective. There are no prerequisites in this area for FSU and UWF.
PETX622C	PETX622C is a common prerequisite for UNF Sport Management/Community Sport Concentration. It is not a prerequisite for the UF, FSU or UWF programs or for the UNF Sport Management/Sport Management Concentration; however, could be acceptable as an elective.
SPMx000	FSU and UWF do not require this course.

Note: UWF Common Prerequisite Requirements will parallel those of Florida State.

1. Does this modification of currently approved common prerequisites involve adding another track to the currently approved prerequisites within the *Common Prerequisite Manual*?
 No Yes
 Maybe - depends upon Discipline Committee recommendation _____

If yes or maybe above, please provide justification regarding the significant differences in your curriculum that would necessitate a new track with different common prerequisites:

2. If adding a common prerequisite course or course substitute, please provide the following information. You can find details about individual courses at the hyperlink to the Statewide Course Numbering System ([SCNS](#)). Type in the prefix and four digit number of the proposed course and select the Search button. The resulting hyperlink of the course number leads to a page with two tabs: statewide course detail and institutions. Clicking on the institutions tab will identify the institutions offering the course.

Please add rows to the table as appropriate.

Proposed Course	Title of Proposed Course	# FCS Currently Offering Course	# SUS Currently Offering Course	Justification for the addition or deletion

3. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in your upper division.

4. If your request includes courses that are offered currently only at your institution, do you have enough elective credit hour space in your upper division curriculum so that the associate in arts transfer student can complete the courses and still be held harmless in excess hours and time?
 - a. Yes_____ b. No_____

5. If your request includes courses that are offered only at your institution, are you willing and able to offer these courses online or during the summer so that transfer students can complete the courses without delaying admission for the fall?
 - a. Yes_____ b. No_____

6. Is the credit hour total for required prerequisite coursework more than 24 credit hours?
 - a. Yes_____ b. No__X__

If yes, how do you anticipate students meeting the general education requirement?

 - b. _____ Course(s) are anticipated to be "core" general education
 - c. _____ Course(s) are anticipated to be part of most institutions' general education program
 - d. _____ Other (please specify):

Program: Geosciences. **CIP:** 40.0699
Track: Geography **Track:** 3/3
Offered At: FAU **Program Length:** 120 Cr. Hrs.

NEW program

LOWER LEVEL COURSES

Cr Hours

<u>CHMX045 & CHMX045L</u> <u>or CHMX045C</u>	4	<u>General Chemistry 1 & Lab</u>
<u>& MACX311</u>	4	<u>Calculus I</u>
<u>& STAX023</u>	3	<u>Introductory Statistics</u>
<u>& GEAX000</u>	3	<u>World Geography</u>
<u>& GEOX200C</u>	4	<u>Intro to Physical Geography</u>
<u>& METX010</u>	3	<u>Weather and Climate/Meteorology</u>
<u>& BSCX010C</u> <u>Or BSCX010 & BSCX010L</u>	4	<u>Biology I and Lab</u>
<u>& BSCX011C</u> <u>Or BSCX011 & BSCX011L</u>	4	<u>Biology II and Lab</u>

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
29	Minus Number of Proposed Common Prerequisite Credit Hours
+6	Plus Number of Common Prerequisites in General Education Core
37	Equals Number Credit Hours to complete the 29 remainder hours of General Education

Note: There are at least 6 more hours that will typically fall in most, if not all, general education course requirements (with the additional being in the Natural Science and Mathematics areas).

NOTE #2: The strike-through/underline format is used to show the comparison of this degree with Geology Track 1 40.0601.

Application to Approve Common Prerequisites for new Degree

Degree Program Name: B.S. Geosciences, Geography Focus CIP Code: 40.0699

Anticipated Degree Total Hours: 120

Are other degree programs under this name currently found in the Common Prerequisite Manual (CPM)? Yes No

If yes, under what CIP code?

Institution Requesting Modification: Florida Atlantic University

Name of Contact Person: Zhixiao Xie

Email Address: xie@fau.edu

Phone Number: 561-306-0725

Please list the current common prerequisites for any similar program (may be in a different CIP but same major): Please add rows to the table as appropriate. **Not Applicable – there is no similar degree in SUS**

CIP: _____ Track: _____

Current Primary Prerequisites	Current Alternative Course(s)

1. Is there a similar program? Yes No
2. If yes, are you requesting a modification of currently approved common prerequisites of a similar program within the *Common Prerequisite Manual*?
 No Yes
 Maybe - depends upon Discipline Committee recommendation _____

If yes or maybe above, please provide justification regarding the significant differences in your curriculum that would necessitate a new track with different common prerequisites:

3. What are your proposed common prerequisites? Please provide the following information. You can find details about individual courses at the hyperlink to the Statewide Course Numbering System ([SCNS](#)). Type in the prefix and four digit number of the proposed course and select the Search button. The resulting hyperlink of the course number leads to a page with two tabs: statewide course detail and institutions. Clicking on the institutions tab will identify the institutions offering the course.

Please add rows to the table as appropriate.

Proposed Course	Title of Proposed Course	# FCS Currently Offering Course	# SUS Currently Offering Course	Justification for the addition or deletion
CHM 2045/2045L	General Chemistry 1 and Lab	33	11	Required prerequisite for core courses
MAC 2311	Calculus with Analytic Geometry 1	34	11	Required prerequisite for core courses
STA 2023	Introductory Statistics	37	11	Required prerequisite for core courses
GEA 2000	World Geography	16	8	Required prerequisite for core courses
GEO 2200C	Intro to Physical Geography	6	10	Required prerequisite for core courses
MET 2010	Weather and Climate/Meteorology	17	5	Required prerequisite for core courses
BSC 1011/1011L OR	Biodiversity and Lab/General Biology 1 and Lab	29	10	Required prerequisite for core courses
BSC 1010/1010L	Biological Principles and Lab/General Biology 2 and Lab	32	11	Required prerequisite for core courses

4. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in your upper division. **Not Applicable**

5. If your request includes courses that are offered currently only at your institution, do you have enough elective credit hour space in your upper division curriculum so that the associate in arts transfer student can complete the courses and still be held harmless in excess hours and time?

Not Applicable

- a. Yes _____ b. No _____
6. If your request includes courses that are offered only at your institution, are you willing and able to offer these courses online or during the summer so that transfer students can complete the courses without delaying admission for the fall? **Not Applicable**
- a. Yes _____ b. No _____
7. Is the credit hour total for required prerequisite coursework more than 24 credit hours?
- a. Yes _____ b. No X

If yes, how do you anticipate students meeting the general education requirement? **Not**

Applicable

- b. _____ Course(s) are anticipated to be "core" general education
- c. _____ Course(s) are anticipated to be part of most institutions' general education program
- d. _____ Other (please specify):

Program: Geosciences. **CIP:** 40.0699
Track: Environmental **Track:** 2/3
Offered At: FGCU **Program Length:** 120 Cr. Hrs.

NEW program

LOWER LEVEL COURSES

Cr Hours

<u>CHMX045/X045L or CHMX045C</u>	4	<u>General Chemistry 1 & Lab</u>
<u>& CHMX046/X046L or CHMX046C</u>	4	<u>General Chemistry 2 & Lab</u>
<u>& MACX311</u>	4	<u>Calculus I</u>
<u>& GLYX010C or GLYX010/X010L</u>	4	<u>Introductory Geology</u>
<u>& GLYX100C</u>	4	<u>Historical Geology</u>
<u>& PHYX053C</u> <u>Or PHYX048C Or PHYX048/X048L</u>	4	<u>College Physics I with Lab or General Physics with Calculus I & Lab</u>
<u>& PHYX054C</u> <u>Or PHYX049C Or PHYX049/X049L</u>	4	<u>College Physics II with lab or General Physics with Calculus II & Lab</u>
<u>& STAX023</u>	3	<u>Introductory Statistics</u>

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
-31	Minus Number of Proposed Common Prerequisite Credit Hours
+6	Plus Number of Common Prerequisites in General Education Core
35	Equals Number Credit Hours to complete the 29 remainder hours of General Education

Note: There are at least 6 more hours that will typically fall in most, if not all, general education course requirements (with the additional being in the Natural Science and Mathematics areas).

NOTE #2: The strike-through/underline format is used to show the comparison of this degree with Geology Track 1 40.0601.

Application to **Modify** Currently Approved Common Prerequisites

Degree Program Name: Environmental Geology CIP Code: 40.0699

Anticipated Degree Total Hours: 120

Are other degree programs under this name currently found in the Common Prerequisite Manual (CPM)? Yes No

If yes, under what CIP code: _____

Institution Requesting Modification: Florida Gulf Coast University

Name of Contact Person: Jamie MacDonald

Email Address of Above: jmacdona@fgcu.edu Phone Number: 239-590-7429

Please list the current common prerequisites and any corresponding approved alternative courses. Please add rows to the table as appropriate.

CIP: 40.0699 Track: _____

Current Primary Prerequisites	Current Alternative Course(s)
CHM 1045/CHM 1045L	CHM 1045C
MACX311	
GLYX010C	GLYX010/GLYX010L
PHYX048C	PHYX048/X048L
STAX023	

- Does this modification of currently approved common prerequisites involve adding another track to the currently approved prerequisites within the *Common Prerequisite Manual*?
 No Yes
 Maybe - depends upon Discipline Committee Recommendation

If yes or maybe above, please provide justification regarding the significant differences in your curriculum that would necessitate a new track with different common prerequisites:

Our proposed program in B.S. Environmental Geology will focus on environmental interactions between humans and geological processes. Our students will be better prepared to enter the job force in addition to position them for application to graduate programs. Based on the unique environmental geological focus of our B.S. program, the proposed additional courses below will prepare our students to be successful in the required upper division courses.

2. If adding a common prerequisite course or course substitute, please provide the following information. You can find details about individual courses at the hyperlink to the Statewide Course Numbering System ([SCNS](#)). Type in the prefix and four digit number of the proposed course. The hyperlink leads to a page with two worksheets: statewide course detail and institutions. Clicking on the institutions page will identify the institutions offering the course. Be aware that there may be institutions besides Florida College System (FCS) and State University System (SUS) institutions listed.

Add rows as necessary.

Proposed Course	Title of Proposed Course	# FCS Currently Offering Course	# SUS Currently Offering Course	Justification for the addition or deletion
CHM 1046 and CHM 1046L (or x046 and x046L)	General Chemistry II and General Chemistry II Lab	>10	10	The content of these courses will provide students with the knowledge that would better prepare them to be successful in required courses in the program
GLY 2100C	Historical Geology	8	6	The content of this courses will provide students with introductory knowledge in basic geologic principles that would better prepare them to take required courses in the program
PHY 2053C	College Physics I w/Lab	>10	10	Making PHY 2053C an acceptable substitution for PHY 2048C, a required common prerequisite, will enhance students' skills and prepare them for admission to graduate programs in the discipline. It will also provide basic

				knowledge in preparation for required courses in the major
PHY 2054C	College Physics I w/Lab	>10	10	Including this class as a common prerequisite will enhance students' skills and prepare them for admission to graduate programs in the discipline.

3. If your request includes course(s) that are offered currently at 3 or less FCS institutions, please provide a justification as to why these courses are critical for a student's success in your upper division. **N/A**
 4. If your request includes courses that are offered currently only at your institution, do you have the same amount of elective credit hour space in your upper division so that the associate in arts transfer student is held harmless in excess hours and time? **N/A**
 - a. Yes _____ b. No _____
 5. If your request includes courses that are offered only at your institution, are you willing and able to offer these courses online or during the summer so that transfer students may pick up the courses without delaying admission for the fall? **N/A**
 - a. Yes _____ b. No _____
 6. Is the credit hour total for required work more than 24?
_____No __X__Yes
- If yes, how do you anticipate students meeting general education requirement:
- a. _____ Course(s) are anticipated to be "core" general education;
 - b. __X__ Anticipate that institutions will have course(s) as part of their institution's general education program.
 - c. _____ Other:

Note:

FGCU selected CIP 40.0699 during the pre-proposal phase for the B.S. in Environmental Geology program on the basis that the CIP is currently used by the Florida International University's environmentally focus geology graduate programs.

Program: Emergency Management CIP: 43.0302
 Track: 1
 Offered At: UCF Program Length: 120 Cr. Hrs.

NEW program

LOWER LEVEL COURSES

Cr Hours

ENCX102 3 English Comp II

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
-	3
	Minus Number of Proposed Common Prerequisite Credit Hours
+	
	Plus Number of Common Prerequisites in General Education Core
47	Equals Number Credit Hours to complete the 36 remainder hours of General Education

Application to Approve Common Prerequisites for new Degree

Degree Program Name: Bachelor of Arts/Bachelor of Science in Emergency Management CIP Code: 43.0302

Anticipated Degree Total Hours: 120

Are other degree programs under this name currently found in the Common Prerequisite Manual (CPM)? Yes No

If yes, under what CIP code?

Institution Requesting Modification:

Name of Contact Person:

Email Address:

Phone Number:

Please list the current common prerequisites for any similar program (may be in a different CIP but same major): Please add rows to the table as appropriate. **Not Applicable – there is no similar degree in SUS**

CIP: _____ Track: _____

Current Primary Prerequisites	Current Alternative Course(s)

1. Is there a similar program? Yes No
2. If yes, are you requesting a modification of currently approved common prerequisites of a similar program within the *Common Prerequisite Manual*?
 No Yes
 Maybe - depends upon Discipline Committee recommendation _____

If yes or maybe above, please provide justification regarding the significant differences in your curriculum that would necessitate a new track with different common prerequisites:

3. What are your proposed common prerequisites? Please provide the following information. You can find details about individual courses at the hyperlink to the Statewide Course Numbering System ([SCNS](#)). Type in the prefix and four digit number of the proposed course and select the Search button. The resulting hyperlink of the course number leads to a page with two tabs: statewide course detail and institutions. Clicking on the institutions tab will identify the institutions offering the course.

Please add rows to the table as appropriate.

Proposed Course	Title of Proposed Course	# FCS Currently Offering Course	# SUS Currently Offering Course	Justification for the addition or deletion
ENC 1102	Composition II	28	12	There are no lower division (1000/2000) level courses in the SCNS database that introduce students to the discipline. However, ENC 1102's focus on extensive research in analytical and argumentative writing will prepare students with the critical thinking and diversity of perspective needed in the emergency management field.

4. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in your upper division. **Not Applicable**

5. If your request includes courses that are offered currently only at your institution, do you have enough elective credit hour space in your upper division curriculum so that the associate in arts transfer student can complete the courses and still be held harmless in excess hours and time?

Not Applicable

- a. Yes _____ b. No _____
6. If your request includes courses that are offered only at your institution, are you willing and able to offer these courses online or during the summer so that transfer students can complete the courses without delaying admission for the fall? **Not Applicable**
- a. Yes _____ b. No _____
7. Is the credit hour total for required prerequisite coursework more than 24 credit hours?
- a. Yes _____ b. No X

If yes, how do you anticipate students meeting the general education requirement? **Not**

Applicable

- b. _____ Course(s) are anticipated to be "core" general education
- c. _____ Course(s) are anticipated to be part of most institutions' general education program
- d. _____ Other (please specify):

Program: Business Administration & Management **CIP:** 52.0201
Offered At: FAMU, FAU, FGCU, FIU*, FSU*, IRSC, SPC, **Track:** 1
UCF, UF*, UNF, USF*, USFSM*, USFSP*, UWF **Program Length:** 120 Cr. Hrs.

NEW program

LOWER LEVEL COURSES

	Cr Hours	
ACGX021 or ACGX022	3	<u>Prinp</u> of Financial Accounting
OR (ACGX001 & ACGX011)		
& ACGX071(1) or ACGX301	3	
& CGSX100(2) or CGSX100C or	3	
CGSX530 or CGSX570 or		
CGSX060 or CGSX531 or		
CGSX000 or ISMX000 or		
CGSX518		
& ECOX013	3	Macroeconomics
& ECOX23	3	Microeconomics
& MACX233 (3)		
Or MACX230		
& STAX023 (3)		
Or STAX122 or QMBX100		

- (1) At FSU and USF, ACGX071 will count toward the degree as elective credits for transfer students. However, it is recommended that native students take another non-accounting elective.
- (2) Or demonstrated competency. At FAMU, MANX543 is an acceptable substitute for CGSX100.
- (3) At UCF, ECOX401 is an acceptable substitute for STAX023 and MACX233. QMBX003 is an acceptable substitute for STAX023 and MACX233 for UCF and FIU

Review of Common Prerequisite Completion within 60 hours	
	Credit Hours for AA Degree
	Minus Number of Proposed Common Prerequisite Credit Hours
	Plus Number of Common Prerequisites in General Education Core
	Equals Number Credit Hours to complete the 36 remainder hours of General Education



Common Prerequisite Proposal

I. Contact Information

Requesting Chief Program Chair: Richard Klein	Email: rklein@FIU.edu Phone: 305-348-2156
Requesting Chief Academic Officer or University Common Prerequisite Liaison (person submitting this proposal to the Board of Governors or Division of Florida Colleges): Janie Valdés, Ed.D. Assistant Vice President Enrollment Management & Services	<p>X <u>JANIE VALDE'S</u></p> <hr/> First Name, Last Name Title: ASST. VP EMS Email: valdesj@fiu.edu Phone: 305.348.0265
Requesting institution:	

II. Program Information

Title of Degree Program: Accounting Business Administration & Management Business Marketing Management Finance, General Human Resources Management International Business Management Logistics, Materials, and Supply Chain Management † Management Information Systems Management Science * Real Estate	CIP Code: 52.0301 52.0201 52.0104 52.0801 52.1001 52.1101 52.0203 † 52.1201 52.1301 * 52.1501	Track (if appropriate): NA
† BBA in Logistics and Supply Chain Management approved effective the 2018-2019 academic year		
* BBA in Business Analytics approved effective the 2018-2019 academic year		
Does this proposal align with a current track?	NA	
Is this program approved for limited access?	Yes, 52.0203 and 52.1301	
Approved total program hours to the baccalaureate degree: 120		
Other Institutions offering the same program (CIP and Tracks or different CIP/Track if the same major): FAMU, FAU, FGCU, FSU, NCF, UCF, UF, UNF, USF T, USF FM, USF SP, UWF		

III. Proposed Changes – Add rows as necessary

A. All Current Approved Common Prerequisites (add rows if necessary.)

Current Approved Common Prerequisites		
Course Prefix	Course Name	Cr. Hrs.
ACG 2021	Accounting for Decisions	3
ACG 3301	Accounting for Planning and Control	3
CGS 2100	Microcomputing Applications for Business	3

4/19/2018



Common Prerequisite Proposal

ECO 2013	Principles of Macroeconomics	3
ECO 2023	Principles of Microeconomics	3
MAC 2233	Calculus for Business	3
STA 2023	Statistics for Business and Economics	3
Current Approved Common Prerequisite Credit Hours		21

B. All Proposed Common Prerequisites and Commonality of Course Offerings (add rows if necessary)

Course Prefix	Credit Hours	Number of FCS Currently Offering Course	Number of SUS Currently Offering Course	Justification for the addition or deletion of course
ACG 2021	3	29	11	Existing Common Prerequisite
ACG 3301	3	2	2	Existing Common Prerequisite
CGS 2100	3	27	6	Existing Common Prerequisite
ECO 2013	3	43	9	Existing Common Prerequisite
ECO 2023	3	40	10	Existing Common Prerequisite
QMB 3003	3	0	2	Quantitative Foundations for Business Administration

Following UCF, FIU will offer QMB 3003 as a substitute for MAC 2233 and STA 2023. Effective with the 2018-2019 academic year, UCF replaced ECOX401 with QMB 3003.

C. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in the baccalaureate degree program:

Course(s) limited to 3 or less FCS institutions	Justification as to why these courses are critical for a student's success in the baccalaureate program.
QMB 3003	Following UCF, FIU will offer QMB 3003 as a substitute for MAC 2233 and STA 2023. Effective with the 2018-2019 academic year, UCF replaced ECOX401 with QMB 3003.

D. If your request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses:

Not Applicable

E. Are you requesting to delete any of the currently approved common prerequisites? If so, please list below:

Review of Completion within 60 semester hours.

A. Course Prerequisites, if known, for Common Prerequisite

College Level Prerequisites for Common Prerequisite Courses		
Course Prefix for Common	College Level Prerequisites	Cr. Hrs.
ACG 2021, MAC 2233, QMB 3003	MAC 1105, College Algebra	3
Number of College Level Prerequisites for Common Prerequisite Courses 3		

B. Review of Coursework

4/19/2018



Common Prerequisite Proposal

Review of Common Prerequisite Completion within 60 hours	
60	Credit Hours for AA Degree
- 18	Minus Number of Proposed Common Prerequisite Credit Hours
-3	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+ 12	Plus Number of Common Prerequisites in General Education Core
51	Equals Number Credit Hours to complete remainder of General Education

If the number of credit hours to complete remainder of general education is less than 24 credit hours, explain how students will meet the requirements of the common prerequisites:

V. Supporting Documentation

Include the following with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree.

Date of Submission to the Board of Governors or the Division of Florida Colleges: _____

4/19/2018

Program:	<u>Nursing</u>	CIP:	<u>51.3801</u>
	<u>A.S. to B.S.</u>	Track:	<u>2/2</u>
Offered At:	<u>BC, CC, CCF, DSC*, FAMU*, FAU*, FSCJ, FSWSC, GCSC, NWFSC, PES, PHSC, PSC, SCFMS, SFC, SFSC, TCC, SSCF</u>	Program Length:	<u>120 Cr. Hrs.</u>
	<u>FGC, IRSC, PBSC, SPC</u>		<u>121</u>
	<u>SJRSC</u>		<u>123</u>
	<u>FGCU*, FIU*, FSU*, UWF</u>		<u>124</u>
	<u>MDC</u>		<u>125</u>

Changed CIP 5/26/2010 from 51.1601 to 51.3801

REVISED 10/24/12, 10/23/13

REVISED 4/4/14, 6/30/14

REVISED 10/28/15

REVISED 05/17/17

REVISED 10/25/17

LOWER LEVEL COURSES

	Cr. Hrs.
— BSCX085C	4
Or— BSCX085/X085L	4
Or— BSCX093C	4
Or— BSCX093/X093L	4
&— BSCX086C	4
Or— BSCX086/X086L	4
Or— BSCX094C	4
Or— BSCX094/X094L	4
&— CHMXXX (1, 2, 3)	3
Or— BSCXXX (1, 2)	3
Or— BCHXXX (1, 2)	3
Or— PCBXXX (1, 2)	3
Or— PHYXXX (1, 2)	3
&— DEPX004 (1)	3
Or— DEPX054 (1)	3
Or— DEPX000 (1)	3
Or— DEPX414 (1)	3
&— HUNX201 (1, 2)	3
Or— NURX192 (1, 2)	3
Or— NURX180 (1, 2)	3
&— MCBX010C	4
Or— MCBX010/X010L	4
Or— MCBX013C	4
Or— MCBX013/X013L	4
Or— MCBX000/X000L	4
Or— MCBX004/X004L	4
&— PSYXXX (1)	3
Or— SOPXXX (1)	3
Or— SYGXXX (1)	3
&— STAX014	3
Or— STAX023	3
Or— STAX122	3
Or— STAX022	3

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

-
- (1) Not required for SPC BSN program; Passing score on NCLEX exam demonstrates competency in the content area. NOTE: Graduation from an A.S. program and active RN licensure is required for admission.
- Notice to A.S. to B.S.N. Nursing Students: Some colleges and universities may require all general education courses, including the above common prerequisites, to be completed BEFORE application. Some may require all general education courses completed by the time a certain number of nursing courses are completed (before any 4000 level courses are attempted or before the final nursing course) or graduation. See the individual institution for details.
- Note: Student enrollment in the SJRSC program is planned to begin in fall 2013.
- (2) Not required for FSWSC BSN program; Passing score on NCLEX-RN exam demonstrates competency in the content area. NOTE: Graduation from an A.S. program and active RN licensure is required for admission.
- (3) Not required for FGC BSN program.
- * Limited Access.



Common Prerequisite Proposal

I. Contact Information

Requesting Chief Program Chair: Nancy Gasper, Interim Dean of Nursing	Email: gaspern@seminolestate.edu Phone: 407 404-6162
Requesting Chief Academic Officer or University Common Prerequisite Liaison (person submitting this proposal to the Board of Governors or Division of Florida Colleges): Dr. Laura Ross Vice President, Chief Academic Officer	<p>X <i>Jama Ross</i></p> <hr/> First Name, Last Name Title: <i>VP, Academic Affairs</i> Email: rossl@seminolestate.edu Phone: 407 708-2511
Requesting institution: Seminole State College of Florida	

II. Program Information

Title of Degree Program: RN-to-BSN	CIP Code: 51.3801	Track (if appropriate): 2
Does this proposal align with a current track?	Yes: X	No:
Is this program approved for limited access?	Yes	
Approved total program hours to the baccalaureate degree: 120		
Other Institutions offering the same program (CIP and Tracks or different CIP/Track if the same major): Track 1: FAMU, FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF, UWF Track 2 (AS TO BS): BC, CC, CCF, DSC, FAMU, FAU, FGC, FGCU, FIU, FSCJ, FSU, FSWSC, GCSC, IRSC, MDC, NWFSC, PESC, PBSC, PHSC, PSC, SCFMS, SFC, SFSC, SJRSC, SPC, TCC, UWF Track 3: UNF		

III. Proposed Changes – Add rows as necessary: (N/A)

A. All Current Approved Common Prerequisites (add rows if necessary.)

Current Approved Common Prerequisites		
Course Prefix	Course Name	Cr. Hrs.
Current Approved Common Prerequisite Credit Hours		

B. All Proposed Common Prerequisites and Commonality of Course Offerings (add rows if necessary)

Course Prefix	Credit Hours	Number of FCS Currently Offering Course	Number of SUS Currently Offering Course	Justification for the addition or deletion of course



Common Prerequisite Proposal

- C. If your request includes course(s) that are offered currently at three or fewer FCS institutions, please provide a justification as to why these courses are critical for a student's success in the baccalaureate degree program:

Course(s) limited to 3 or less FCS institutions	Justification as to why these courses are critical for a student's success in the baccalaureate program.

- D. If your request includes courses that are offered only at your institution, explain what options are available to students at other institutions for completing the required courses:

- E. Are you requesting to delete any of the currently approved common prerequisites? If so, please list below:

Review of Completion within 60 semester hours.

- A. Course Prerequisites, if known, for Common Prerequisite

College Level Prerequisites for Common Prerequisite Courses		
Course Prefix for	College Level Prerequisites	Cr. Hrs.
BSC 2010C	MAT 1033 or higher level math (MAC 1105 in AS program)	3
BSC 2093C	BSC 2010C (in AS program)	4
BSC 2094C	BSC 2093C (in AS program)	4
PSY 2012	ENC 1101 (in AS program)	3
STA 2023	MAC 1105 (in AS program)	3
Number of College Level Prerequisites for Common Prerequisite Courses		17

- B. Review of Coursework

Review of Common Prerequisite Completion within 60 hours	
	Credit Hours for AA Degree
-	Minus Number of Proposed Common Prerequisite Credit Hours
-	Minus Number of College Level Course Prerequisites for Common Prerequisite Courses (if known)
+	Plus Number of Common Prerequisites in General Education Core
	Equals Number Credit Hours to complete remainder of General Education

If the number of credit hours to complete remainder of general education is less than 24 credit hours, explain how students will meet the requirements of the common prerequisites: There are twenty-eight (28) credit hours of common prerequisite courses required in the RN-to-BSN program. In addition, there are 17 credits of prerequisite courses to those common prerequisites. Most of those credit hours are taken by students in the RN associate degree as general education and elective options; however, there is one course, STA 2023 that can be taken within the credit hours of the RN-to-BSN baccalaureate degree if a student had not already taken that course.

V. Supporting Documentation

Include the following with this proposal:

- The program page from the Common Prerequisite Manual, if applicable.
- The program requirements for the baccalaureate degree.

**Articulation Coordinating Committee
October 24, 2018**

APPENDIX B

Definition of Common Prerequisites

The purpose of common prerequisites is to prepare students to enter the upper-division of a baccalaureate program at any public Florida college or university that offers the student's intended major and expose students to courses that allow them to demonstrate interest and build knowledge and skills necessary to be successful in a designated major

Common Prerequisites:

- Are typically limited to lower-division courses except where the choice in an equivalent course offered at an institution is only found at the upper-division level at an institution;
- Ensure learning goals and objectives are foundational to upper-division coursework;
- Are widely required for similar degree programs throughout the state;
- Are offered at State University System and Florida College System institutions;
- Must be available for summer enrollment in the limited case where the course is only offered at the baccalaureate degree-granting institution due to curricular specialization;
- May satisfy General Education Requirements;
- Consider including any course prerequisites for the common prerequisite as part of the 60 hours of lower division work; and
- Are completed within the first 60 hours of college credits or may be used as an elective in the final two years of the degree program's curriculum. Baccalaureate programs established with more than 120 semester credit hours may find that more than 60 lower-division courses are required for the degree.

Guidelines for ACC Faculty Discipline Committees

Thank you for serving as an Articulation Coordinating Committee (ACC) Faculty Discipline Committee member. Your expertise and input are important to determine appropriate common prerequisites for upper-division baccalaureate programs.

Purpose==

This guide provides information to assist ACC Faculty Discipline Committees in making informed decisions on common prerequisite modification requests. The guide also provides Committee members with the historical context, definition and purpose of common prerequisites, the criteria of establish common prerequisites and details of the common prerequisite review process.

Background History of Common Prerequisites

In 1995, the Florida Legislature recognized the importance of articulation between and among the various sectors of education in the state, and passed [Senate Bill 2330](#) with major expectations for the ACC, community colleges and state universities. This bill laid the foundation for postsecondary course leveling; fundamental general education guidelines; common prerequisites for similar degree programs; and more. This legislation, modifying [Section 229.551, Florida Statutes](#), set the groundwork for the expectation and recognition of faculty involvement in the processes established. Faculty representatives within the appropriate discipline areas were appointed by the institutions. Soon a major project between the Board of Regents, State Board of Community College, and Department of Education began.

This legislation, plus 1996 [House Bill 1545e2](#) and others, have provided guidance to ensure smooth articulation for students. The landscape of postsecondary education has changed since the 1990's with the elimination of the Board of Regents and the State Board of Community Colleges, the establishment of the Board of Governors, the establishment of boards of trustees, baccalaureate authorization, and more. Throughout it all strong articulation between the education sectors remained.

[Section 1007.25\(6\), Florida Statutes](#), is the current statute requiring the establishment of common degree program prerequisites by state universities and FCS institutions. [Board of Governors Regulation 8.010, Common Prerequisites](#), recognizes the ACC as the established state process to gain approval of additions and changes.

The State of Florida is nationally recognized as one of the top leaders in providing smooth access to postsecondary education for students. From the beginning, faculty involvement has been critical and necessary. This is especially so in the continued efforts surrounding common prerequisites.

Guidelines for ACC Faculty Discipline Committees

Recent Action

There is a current move to transition the *Common Prerequisite Manual* from a pdf document based on old technology to an interactive computer-based format that is to be much more advisor and student-friendly. Board of Governors, Division of Florida Colleges (DFC), FLDOE Office of Articulation, and institution representatives have been busy during the 2018 summer.

Institutions began to be contacted fall semester 2018 regarding potential clean-up issues. This is an on-going initiative that will last at minimum through spring semester 2019.

The Basics:

Institution Liaisons

There is an institutional common prerequisite liaison from each institution who works with Division of Florida Colleges and Board of Governors staff throughout the approval process. This institutional representative provides the offices with ACC Faculty Discipline Committee membership and serves as the official submitting official common prerequisite action. The liaisons should notify discipline representatives as to responsibilities and assist in clarifying state policy and expectations.

ACC Faculty Discipline Committees

The ACC Faculty Discipline Committees consist of an equal number of faculty members from the Florida College System (FCS) and State University System (SUS). Members are appointed annually by the institutions and are selected to review changes and additions to ACC-approved common prerequisites. The Committee works by consensus. This involves a give and take that is different than the normal campus curriculum approval process.

Generally, members review proposals for common prerequisite changes or additions within degree programs found within their respective *Classification in Programs* (CIP) code area. For example, the representatives for the CIP 50 ACC Faculty Discipline Committee review all visual and performing art request for changes. If the faculty member's expertise is not in the six digit CIP code (individual degree areas within the larger CIP code), the faculty member should seek out the appropriate faculty member's expertise prior to providing a decision. Again, the decision does not involve the typical curriculum review. If there are questions, the faculty representative should discuss the issue with the institution's designated liaison.

Guidelines for ACC Faculty Discipline Committees

Establishing Common Prerequisites

Definition of Common Prerequisites

The purpose of common prerequisites are to prepare students to enter the upper-division of a baccalaureate program at any Florida college or university that offers the student's intended major and expose students to courses that allow them to demonstrate interest and build knowledge and skills necessary to be successful in a designated major. Common prerequisites differ from course prerequisites, which prepare students to successfully complete a subsequent course based on data and alignment of learning goals and objectives.

Common Prerequisites:

- Are typically limited to lower-division courses except where the choice in an equivalent course is only found at the upper-division level at an institution;
- Ensure learning goals and objectives are foundational to upper-division coursework;
- Are widely required for similar degree programs throughout the state;
- Are offered at State University System and Florida College System institutions;
- Must be available for summer enrollment in the limited case where the course is only offered at the baccalaureate-granting institution due to curricular specialization.
- May satisfy General Education Requirements;
- Consider including any course prerequisites for the common prerequisite as part of the 60 hours of lower division work; and
- Are completed within the first 60 hours of college credits or may be used as an elective in the final two years of the degree program's curriculum. Baccalaureate programs established with more than 120 semester credit hours may find that more than 60 lower-division courses are required for the degree.

Catalog Year for Common Prerequisite Requirements

The Common Prerequisite Manual is the "official" publication of approved common prerequisites for state university and Florida College System institution baccalaureate degree programs. The Manual is updated as changes and additions are needed with the Manual being effective with the following Fall Term. First-time-in-college (FTIC) students utilize the Manual designated for their entry year. For example, FTIC students entering Fall 2018 will utilize the 2018-2019 Common Prerequisite Manual.

Guidelines for ACC Faculty Discipline Committees

Transfer Students: Students who transfer from one public institution to another in the SUS or FCS within two (2) years of their matriculation and seek admittance to the upper division come under the common prerequisite requirements of their entering year as an FTIC student. For example, a student who enters a FCS institution in Fall 2018 and seeks admission to an upper division program for Fall 2020 must meet the common prerequisites listed in the 2018-2019 Common Prerequisite Manual for the degree program. **However, if the student does not seek admittance within two years of his or her matriculation, he or she will utilize the manual dated two years prior to transfer.** For example, if the student enters in Fall 2018 but does not transfer until Fall 2021, he or she must meet the requirements of the Fall 2019-2020 Manual.

Process for Changes/Additions in Common Prerequisites

Through this process, colleges and universities may submit common prerequisites proposals for new degree programs and modifications to existing common prerequisites. Only ACC approved common prerequisites may be ultimately required as part of the degree program.

1. University or FCS institution primary designee submits a proposal to their respective System office contact at the Board of Governors or Division of Florida Colleges. Office staff reviews the information. If the proposal, simply adds an institution to a current track, the change is considered technical. Staff includes the technical change in the upcoming ACC agenda for the ACC's review. If there are glaring initial concerns, the office contacts will contact the institution liaison for further information. If not, the proposal will be prepared for the faculty discipline committee.
2. The proposal is reviewed by Board of Governors and DFC staff. If there are immediate questions, the institution submitting the request will be asked to clarify the issue. If not, a draft *Common Prerequisite Manual* page will be developed.
3. The proposal and draft *Manual* page are sent to the corresponding Faculty Discipline Committee members via email. Discipline Committees receive and review the proposal along with currently approved information as included in the Common Prerequisite Manual and the college or university's program information. Committee members use the Common Prerequisite Proposal Review Guide to review the proposal and provide a recommendation. If committee members need clarification on a proposed revision or addition, a conference call will be arranged with the discipline committee and representatives from the institution proposing the revision. Committee members vote yes or no and share any concerns via email to DFC or BOG staff. If there are still questions, the proposal is sent back again to the institution for further review.
4. The DFC and BOG staff members collect discipline committee responses and votes to approve or deny the proposed revision and addition. Revisions and additions are approved by majority vote and forwarded to the Department of

Guidelines for ACC Faculty Discipline Committees

Education Office of Articulation (OA) who adds the recommendation to the Articulation Coordinating Committee Oversight Committee's next agenda. The proposal is forwarded to the Articulation Coordinating Committee if recommended for approval by the Oversight Committee.

5. The Oversight Committee is an appointed subcommittee of the ACC that has equal membership from both the SUS and FCS. Members have demonstrated knowledge in state articulation and common prerequisite expectations. The Oversight Committee reviews the proposal. Any questions may be directed back to the Faculty Discipline Committee and/or the institution proposing the changes or additions. If the proposal is approved, the proposal moves forward to the full ACC for action.
 - State staff will work with the OA to add any proposals approved by the Oversight Committee to the agenda for the next meeting of the ACC. The proposal as well as supporting materials and Oversight Committee's recommendations are provided to the ACC to be considered for final approval. DFC and BOG staff members present the proposal to the ACC.
6. The ACC then has the option to approve the changes/additions or to send the proposal back to the Oversight Committee, Faculty Discipline Committee, and/or the institution for further information.
7. Once the ACC approves the common prerequisites, state staff work with Florida Virtual Campus to update the appropriate Common Prerequisite Manual. **NOTE: The current common prerequisites stand until any additions or changes are approved by the ACC. Institutions should not require any additions/changes until the process is complete.**

Anticipated Process Change

As the move to a new database system for the *Manual* progresses, the submission process for changes and additions will become automated. The directions to that process will then be added to these guidelines.

Tentative Anticipated Timeline (may be moved up by one month if ACC meets in October):

For November Approval

Prior to First Week of October: Division of State Colleges and Board of Governors Office receive requests from institution liaisons

First Week of October: Notices sent to ACC Faculty Discipline Committees as needed; Committee Review and Action

Third Week of October: Faculty Committee decision; State offices send appropriate material to Oversight Committee for review

First Week of November: Oversight Committee decision; Materials sent to ACC for review

Third Week of November: ACC Meeting and Action

For February Approval

Prior to First Week of January: Division of State Colleges and Board of Governors Office

First Week of January: Receive requests from institution liaisons

First Week of January: Notices sent to ACC Faculty Discipline Committees as needed; Committee Review and Action

Third Week of January: Faculty Committee decision; State offices send appropriate material to Oversight Committee for review

First Week of February: Oversight Committee decision; Materials sent to ACC for review

Third Week of February: ACC Meeting and Action

For May Approval

Prior to Second Week of April: Division of State Colleges and Board of Governors Office receive requests from institution liaisons

Second Week of April: Notices sent to ACC Faculty Discipline Committees as needed; Committee Review and Action

Fourth Week of April: Faculty Committee decision; State offices send appropriate material to Oversight Committee for review

Second Week of May: Oversight Committee decision; Materials sent to ACC for review

Fourth Week of May: ACC Meeting and Action

This timeline is subject to change because exact ACC Meeting dates and times may vary. BOG and DFC staff will notify Common Prerequisite Liaisons/Chief Academic Officers of changes to the review timeline as soon as possible.

Guidelines for ACC Faculty Discipline Committees

Common Prerequisite Proposal Review Guide

ACC Faculty Discipline Committees use the guide to review proposals. Please answer yes or no to the following questions. **All criteria must be answered in the highlighted areas in order to consider the proposed courses as common prerequisites.**

Determination of Common Prerequisites when the Proposal Includes Additional Courses

Criteria	Yes	No
Is the course(s) limited to lower-division?		
If no, is there a lower-division course equivalent associated with the upper-division course?		
Are the learning goals and objectives foundational to upper-division coursework?		
Is the course(s) widespread throughout the same programs?		
Is the course(s) offered at both State University System and Florida College System institutions?		

Impact on Articulation to the Associate in Arts and Baccalaureate Degree Programs

The following criteria should also be considered when making a decision whether or not to approve a request for a change or addition to the *Common Prerequisite Manual*. Any negative response does not immediately disqualify the proposal; however, there may be additional discussion needed in order to clarify the rationale.

Criteria	Yes	No
Are all proposed prerequisite courses available at half of the colleges or universities?		
If they are not available at half of the colleges or universities, is there a rationale presented as to why the course is so limited?		
Are there multiple courses provided to choose from when common prerequisite course offerings are offered at a limited number of institutions?		
Can students complete one or more of the proposed common prerequisites as part of the general education requirement?		
Do any of the proposed common prerequisite courses require additional course prerequisites?		
Are course prerequisites for the proposed common prerequisite(s) included as part of the first 60 hours of lower division coursework?		
If course prerequisites are not recognized, is there an explanation provided?		
If there is not enough space available in the first 60 semester hours for completion of common prerequisites and general education coursework, is there indication that elective space available in the last two years of the baccalaureate degree to allow for completion?		

Do you vote to **Approve** or **Deny** this request to the common prerequisite manual? (Circle One)

Additional questions or concerns for requesting institution. _____

**Articulation Coordinating Committee
October 24, 2018**

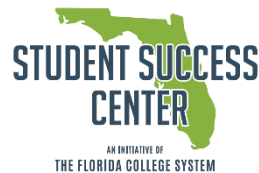
APPENDIX C

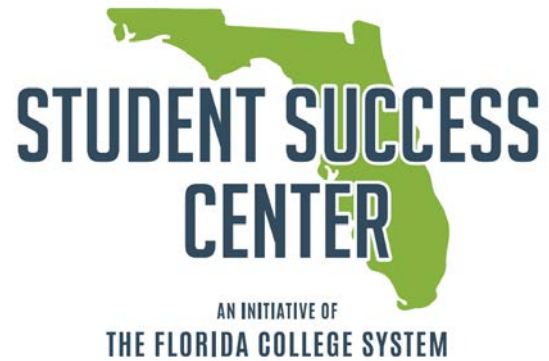


Florida Mathematics Re-Design

Articulation Coordinating Committee, October 24, 2018

Dr. Carrie Henderson, Executive Vice Chancellor, Florida College System





Florida Student Success Center

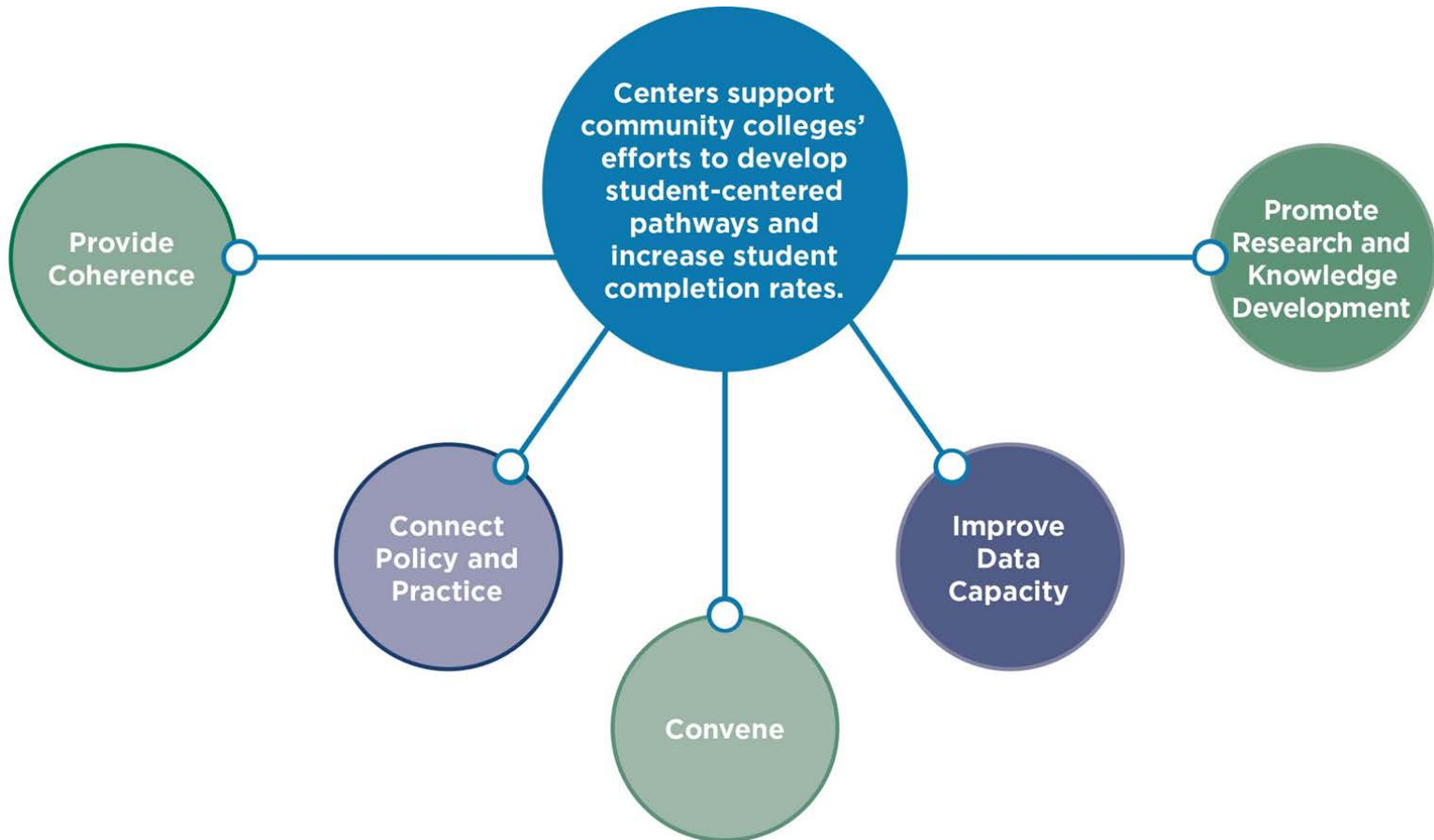
Florida Student Success Center's Role and Vision

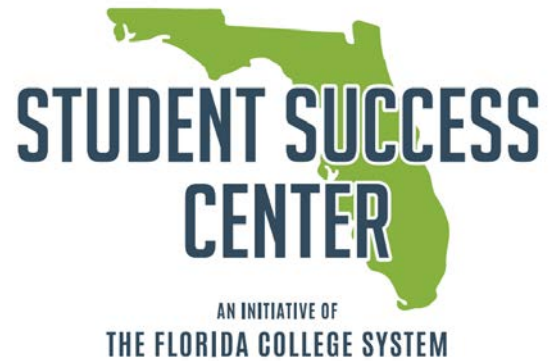
- The role of the Florida Student Success Center is to support institutional initiatives that improve college completion rates and promote student success.
- The vision of the Florida Student Success Center is to *serve as a resource of evidence-based, innovative practices and timely information for colleges.*

What are Student Success Centers

- A statewide organization that supports community colleges' efforts to develop **student-centered pathways** and increase student **completion rates**.
- Help colleges **align priorities**, integrate **student success efforts**, **maximize resources** and present a **collective voice** of practitioners in policy discussions.
- Part of a national network and learning community promoting **best practices**, **peer collaboration** and **professional development**.

Pillars of Statewide Student Success Centers





Mathematics Workgroups

Mathematics Workgroups

High School to Postsecondary Alignment

Explore how high school curriculum in mathematics aligns with postsecondary expectations

- Clarify college entrance-requirements alignment with high school assessments and courses
- Examine longitudinal student data on mathematics sequencing and student success rates
- Engage high school and college mathematics faculty in dialogue about postsecondary expectations
- Identify strategies that promote greater alignment

FCS Mathematics Sequences

Examine multiple pathways for students to enter based on programs of study as well as the re-design of course structures to maximize support for students

- Identify course and institutional structures that promote and deter success
- Encourage the modernization of mathematics content
- Review data on student success across algebra and non-algebra pathways
- Identify a sequence of courses in the context of a student's intended transfer major/meta-major

FCS to University Alignment

Examine how FCS curriculum in mathematics aligns with university expectations, particularly for students in transfer programs

- Clarify university mathematics requirements
- Examine the longitudinal student data on mathematics sequencing and student success rates
- Engage FCS and SUS mathematics faculty in dialogue about postsecondary expectations
- Identify strategies that promote greater alignment

Charge, Values & Deliverables

Charge

Explore complex issues surrounding mathematics pathways to prepare: high school students for transition into postsecondary; Florida College System students for success in gateway courses aligned to their programs; and Florida College System students for transition into four-year universities.

Guiding Values

Transparency, collaboration, respect, diversity, evidence-based inquiry

Deliverables

- 1) Cataloging evidence-based practices designed for scale
- 2) Developing recommendations for state policy and institutional policy and practice around mathematics re-design

Workgroup Expectations

September 18, 2018	Attend an in-person one-day orientation and kick-off meeting
September 2018 – May 2019	Participate and engage in monthly virtual meetings
June 2019	Attend an in-person one-day institute in June 2019
Monthly Activities	Engage in readings, research and other related activities contributing to workgroup roles and responsibilities (Estimated 6-8 hours per month)

Members

- ~25 faculty and administrators per workgroup representing K-12, Florida College System and State University System
- ~40 members at-large who will engage through newsletters and webinars and submit feedback in the collection of evidence-based practices and policy recommendations

Workgroup Chairs

Professor Cynthia McGinnis

Northwest Florida State College

Chair: High School to
Postsecondary Alignment

Dr. Julie Phelps

Valencia College

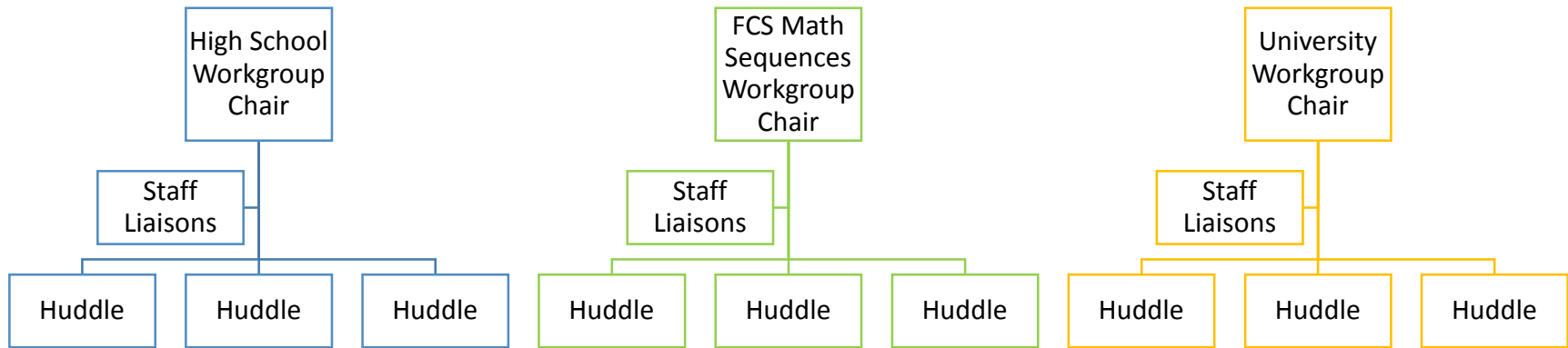
Chair: FCS Mathematics
Sequences

Dr. Tommy Minton

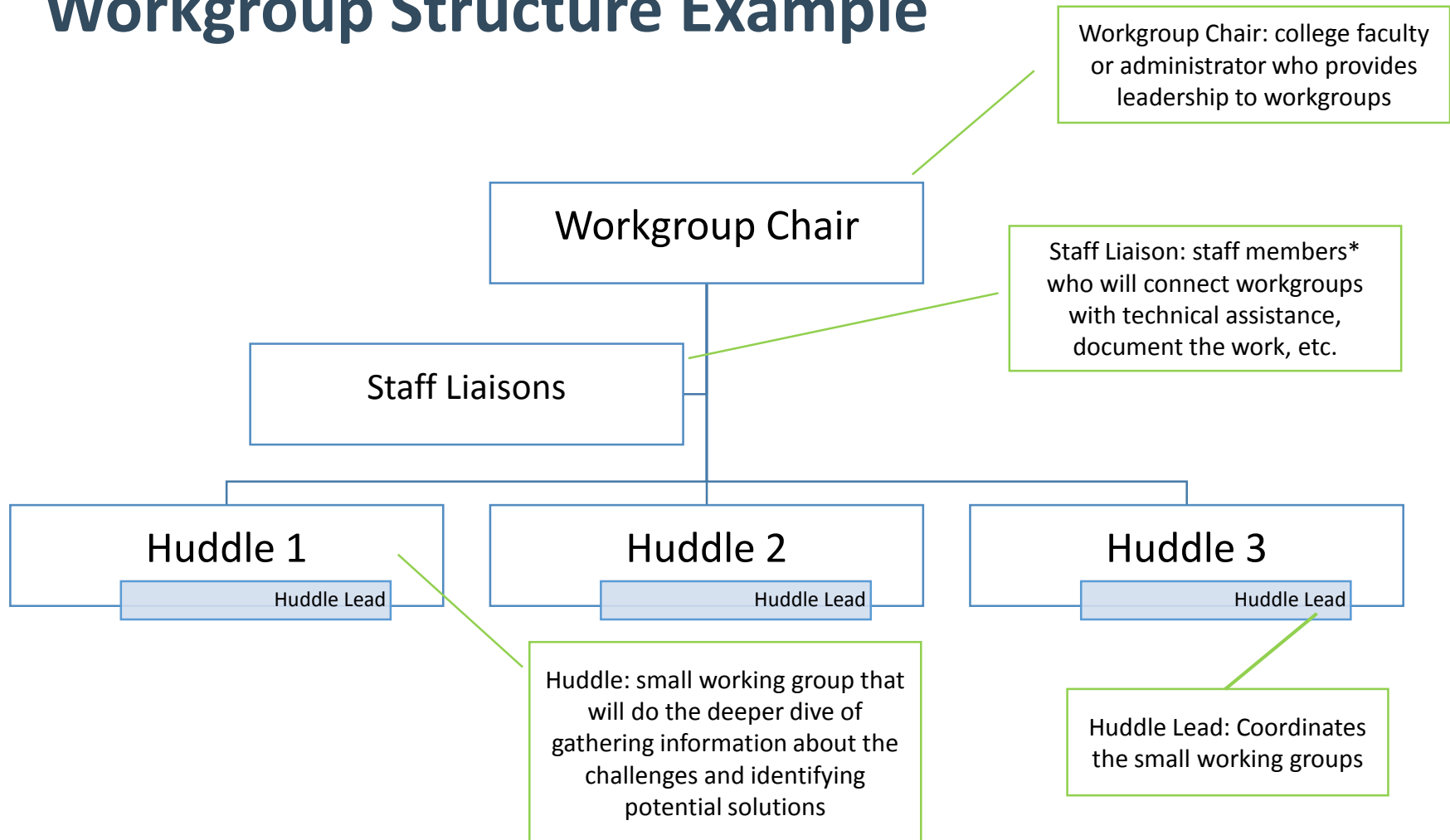
Seminole State College of
Florida

Chair: College to
University
Alignment

Workgroup Structure



Workgroup Structure Example



Documenting the Work

☰ Florida Mathematics Re-Design Workgroups

Home

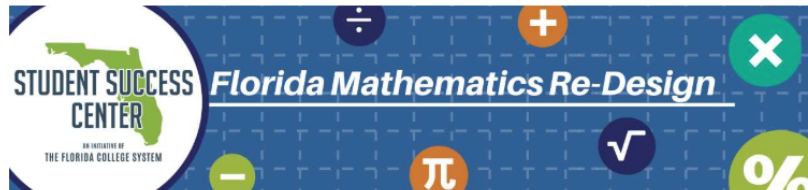
Announcements

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Florida Mathematics Re-Design Workgroups



Welcome to the Canvas site for the Florida Mathematics Re-Design Workgroups! The charge of the Florida Mathematics Re-Design workgroups is to explore complex issues surrounding mathematics pathways to prepare: high school students for transition into postsecondary; Florida College System students for success in gateway courses aligned to their programs; and Florida College System students for transition into four-year universities. We look forward to your engagement throughout the year.

Site Navigation

Navigation Title	Function
Announcements	Information posted by workgroup chairs and staff liaisons
Modules	Overview and Resources Charter, toolkit and other resources Workgroup Modules (one per workgroup) <i>Chair and Staff Liaison Contact Information:</i> names and email addresses of the workgroup chairs and staff liaisons
	<i>Information:</i> next steps for accomplishing the work

📅 View Course Stream

Coming Up

📅 View Calendar

📅 Mathematics Re-Design Dinner
Sep 17 at 6pm

📅 Mathematics Re-Design Kick-Off Meeting
Sep 18 at 8:30am

Resources

☰ [Florida Mathematics Re-Design Workgroups](#) > [Pages](#) > Toolkit for Mathematics Workgroups

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Toolkit for Mathematics Workgroups

The [Toolkit for Mathematics Workgroups](#)  is a resource for workgroup chairs, workgroup members and staff liaisons to guide the re-design efforts from September 2018 through June 2019. Contents of this toolkit were adapted from the University of Texas at Austin, Dana Center Mathematics Pathways, State-Level Math Task Force Toolkit.

Milestones	Activity	Description	Files	Recommended Completion Date
Milestone 1	Defining the Challenges (Pre-Work)	Administer survey to solicit workgroup feedback on key challenges related to mathematics re-design	Milestone 1-Instructions-Defining the Challenges.docx 	Prior to kickoff meeting
Milestone 2	Prioritizing the Challenges	Prioritize the challenges and assign members to huddles	Milestone 2-Instructions-Prioritizing Challenges.docx  Milestone 2-Template-Huddle Assignments.docx 	Kickoff meeting
Milestone 3	Gathering Information	Complete <i>Template for Gathering Information</i>	Milestone 3-Instructions-Gathering Information.docx  Milestone 3-Template-Gathering Information.docx  Milestone 3-Example-Gathering Information.docx 	November 2018

Resources

☰ [Florida Mathematics Re-Design Workgroups](#) > [Pages](#) > [Policy and Research Resources](#)

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Policy and Research Resources

[Mathematics Re-Design in American Higher Education: A Literature Review & Introduction to Florida Data](#) : This document is developed as a resource for the mathematics workgroups to provide an introduction to mathematics re-design in American postsecondary education. It includes a high-level review of national mathematics re-design initiatives and select policy and research papers, with additional data and information from Florida. It is not an exhaustive summary of all the literature and research surrounding postsecondary mathematics.

[Guide to Florida Policies Related to Secondary and Postsecondary Mathematics](#) : This informational guide provides information relevant to secondary policies in Florida that can assist in guiding the work of the workgroups. The guide may not be exhaustive, but it includes a list of general secondary policy, curriculum, articulation and advising resources.

[Mathematics State Policy Research – Secondary](#) : This policy outline provides a synopsis of recent state policies related high school mathematics pathways, graduation requirements and science, technology, engineering and mathematics (STEM) education. The outline is not an exhaustive list, but includes policies relevant to the mathematics workgroups or are slightly differentiated from Florida's policies related to each of the listed areas.

[Mathematics State Policy Research – Postsecondary](#) : Legislation and state-level policy related to postsecondary mathematics focus on four primary areas: placement, developmental education, corequisite delivery and alignment of mathematics courses with programs of study. This document provides definitions of terms and an overview of mathematics legislation and policy. The referenced information may not represent an exhaustive list of all legislation and policies.

Resources

☰ [Florida Mathematics Re-Design Workgroups](#) > [Modules](#)

Home







Announcements

Modules








Discussions

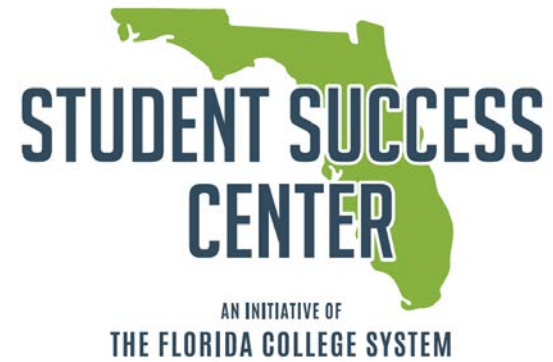
People

▼ Overview and Resources

-  [Membership List of Mathematics Workgroups](#)
-  [Mathematics Workgroup Charter](#)
-  [Toolkit for Mathematics Workgroups](#)
-  [All Workgroups Discussion](#)
-  [Materials from Kick-Off Meeting \(September 18, 2018\)](#)
-  [Policy and Research Resources](#)

▼ High School to Postsecondary Alignment Workgroup

-  [Chair and Staff Liaison Contact Information: High School to Postsecondary Alignment](#)
-  [Information: High School to Postsecondary Alignment](#)
-  [Discussion: High School to Postsecondary Alignment](#)
-  [Meeting Information: High School to Postsecondary Alignment](#)
-  [Resources: High School to Postsecondary Alignment](#)
-  [Collaboration: High School to Postsecondary Alignment](#) 



Deliverables

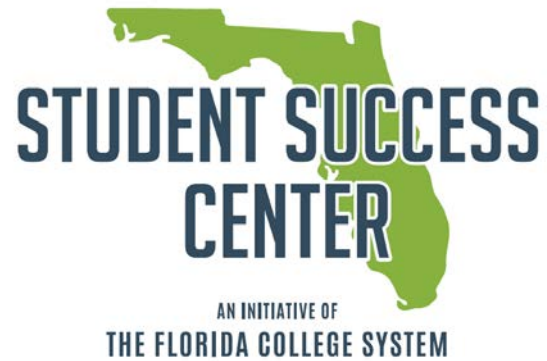
**“BEGIN
WITH
THE END
IN MIND”**
Covey 1989

Deliverables

Policy Recommendations	Evidence-Based Practices
Milestone 6 <i>April 2019</i>	
<p>What is the strategy?</p> <p>Why does this recommendation need to be implemented?</p> <p>What resources are needed?</p> <p>Who needs to be involved?</p>	<p>What is the practice?</p> <p>Is this a best, promising or innovative practice?</p> <p>Where has this practice been implemented?</p> <p>What is the evidence of success?</p> <p>Can this practice be replicated in other settings?</p>

Milestones

Defining the Challenges	Prioritizing the Challenges	Gathering Information	Linking Challenges & Solutions	Prioritizing Solutions
Milestone 1 <i>Complete</i>	Milestone 2 <i>Complete</i>	Milestone 3 <i>Nov. 2018</i>	Milestone 4 <i>Jan. 2019</i>	Milestone 5 <i>Feb. 2019</i>
<p>Administer survey to on key challenges & synthesize findings</p>	<p>Prioritize the challenges and assign members to huddles—smaller working groups</p>	<p>Identify factors contributing to challenges, evidence & drivers or root causes</p>	<p>Brainstorm & evaluate potential solutions to the challenges previously identified</p>	<p>Propose and prioritize formal recommendations</p>



Defining & Prioritizing the Challenges

Purpose of the Survey

- To gain perspectives about the challenges with implementing mathematics re-design and pathways across:
 - high school to postsecondary
 - FCS mathematics sequences
 - college to university alignment
- To inform the work of the Florida Mathematics Re-Design Workgroups

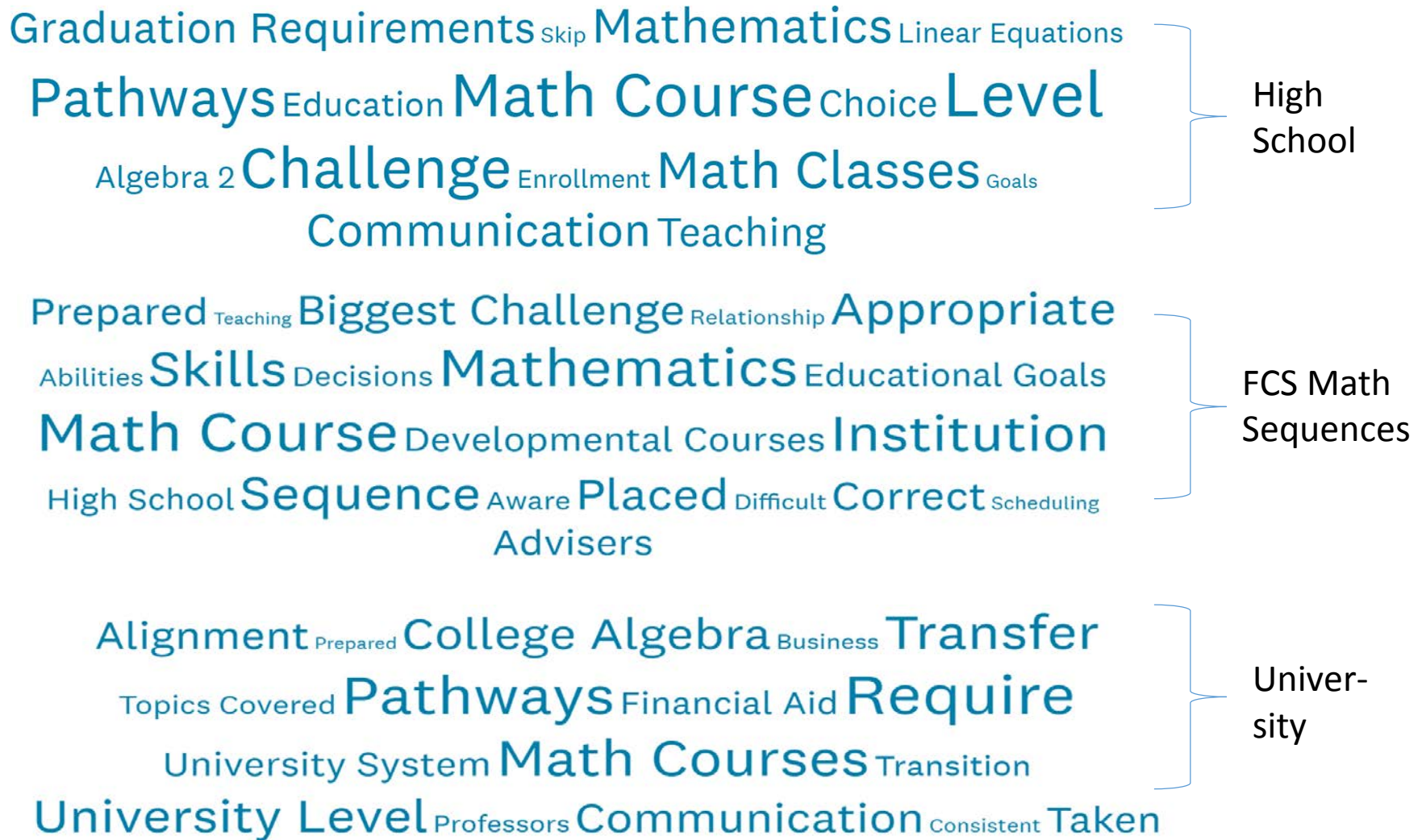
Methodology & Data Collection

- Open-Ended:
 - What are the challenges with implementing mathematics pathways as it relates to 1) high school to postsecondary alignment, 2) FCS mathematics sequences, and 3) college to university alignment? 4) Comments
- Coding:
 - Responses were inductively coded using sampling and re-coding (manually)
 - Independent-coder method & peer debriefing/checking were used to validate codes

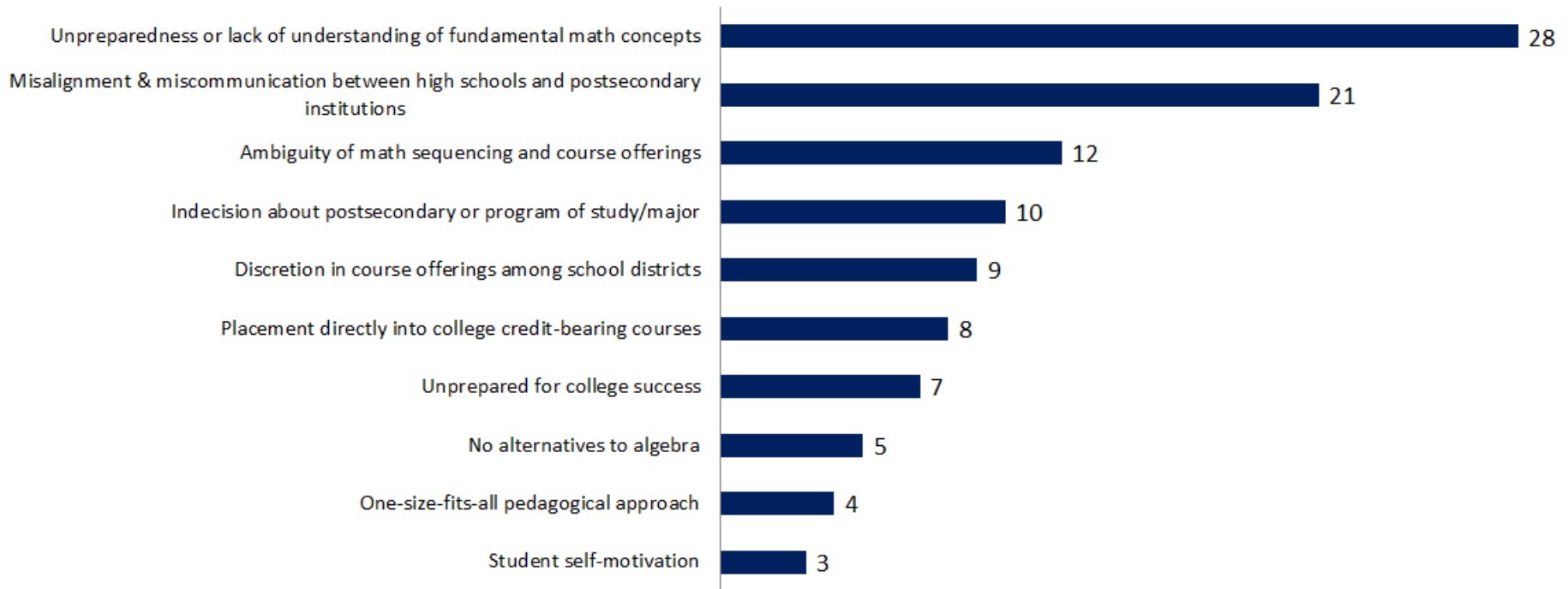
Methodology & Data Collection

- Survey sent to members of Florida Mathematics Re-Design Workgroups (n=117)
 - high school to postsecondary
 - FCS mathematics sequences
 - college to university alignment
 - at large
- Response rate of 47.9%

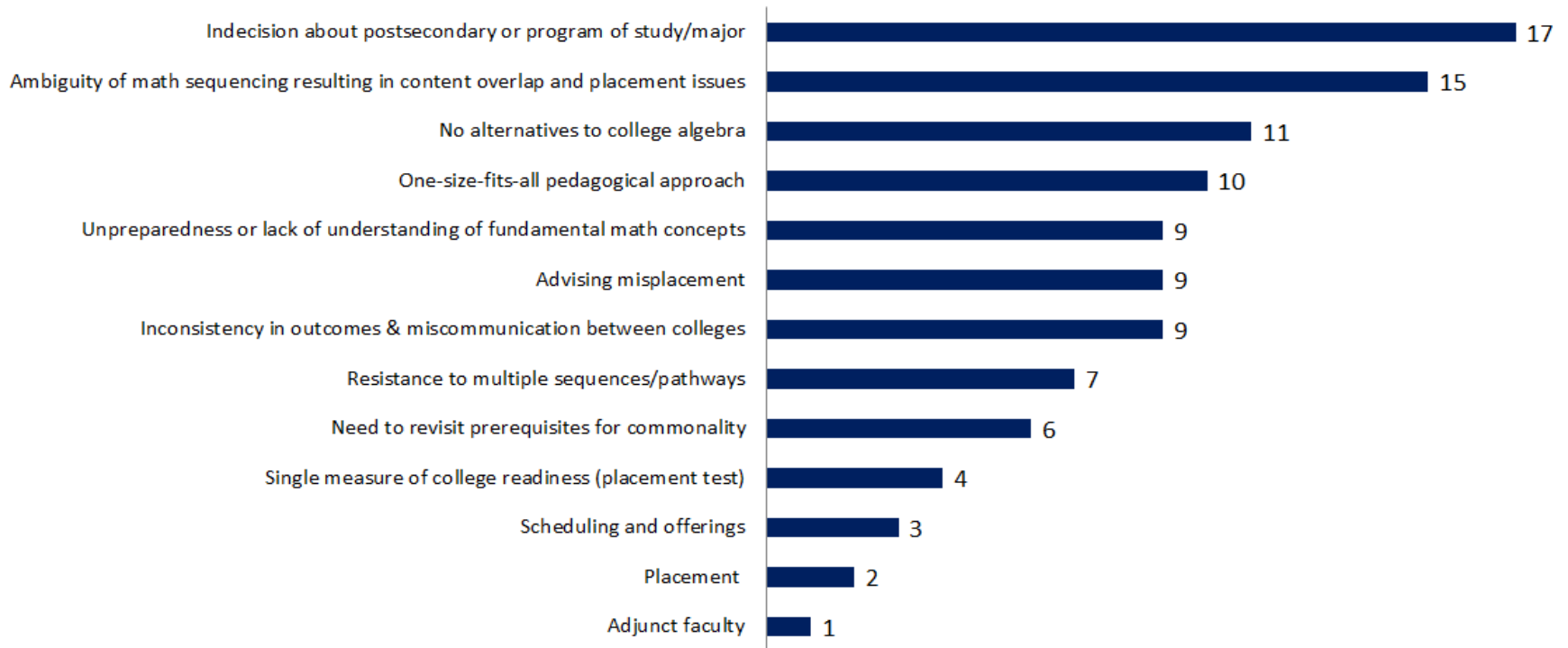
Results



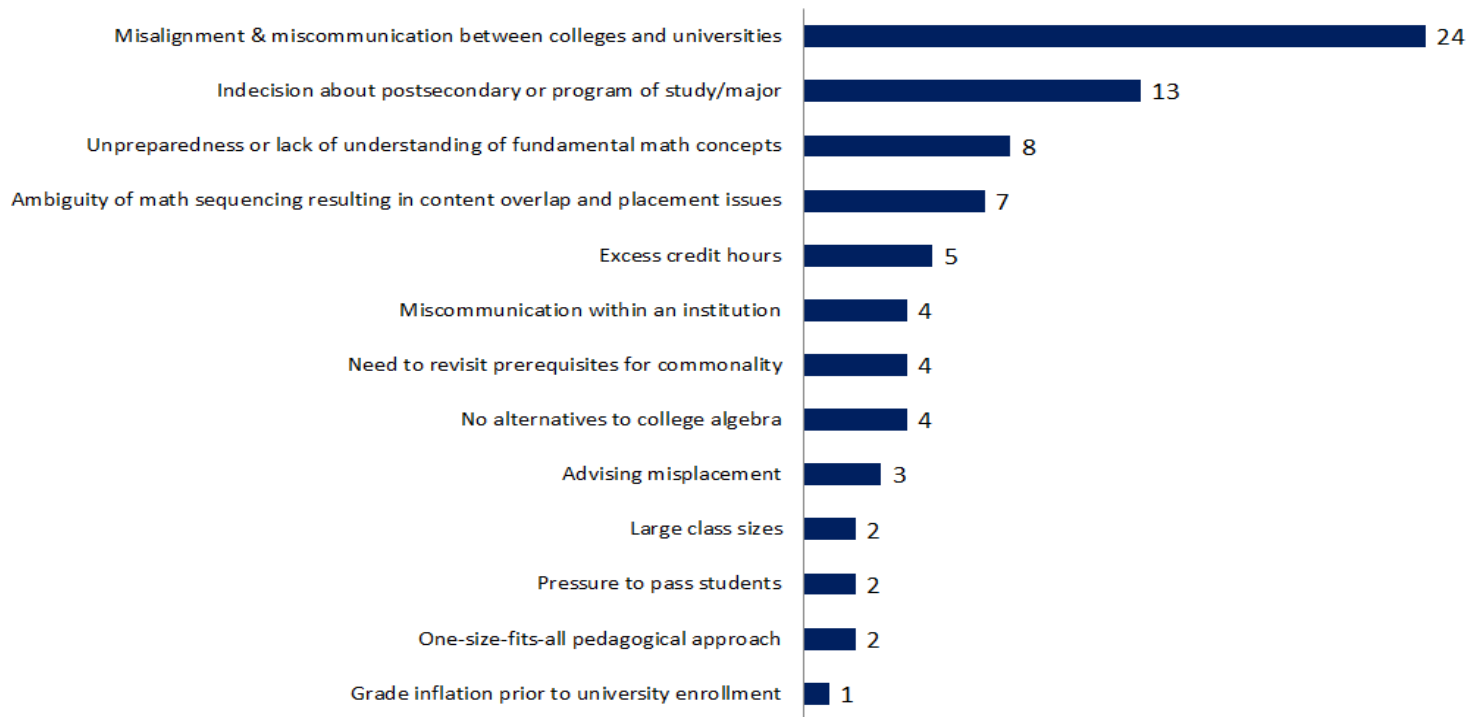
Results: High School to Postsecondary Alignment



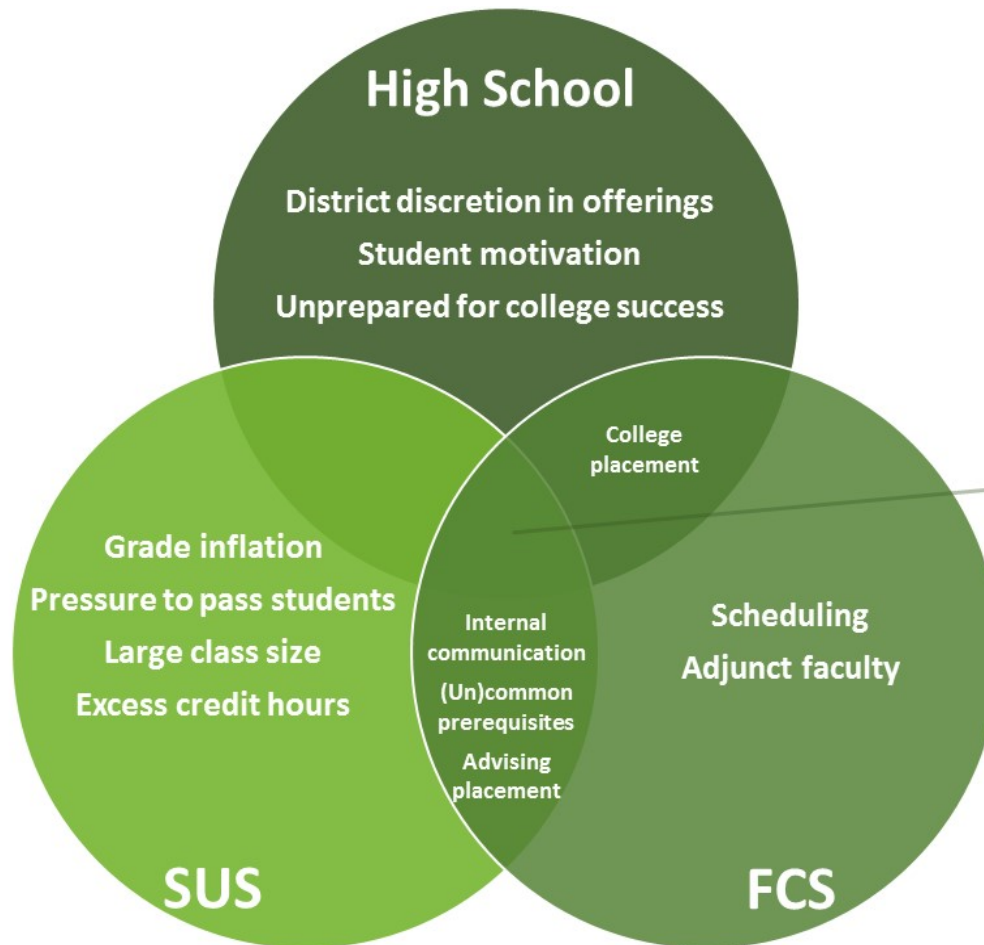
Results: FCS Mathematics Sequences



Results: College to University Alignment



Identifying Commonalities



Shared

- Ambiguity in sequencing
- Student indecision re: college or program
- Misalignment/miscommunication between systems
- No algebra alternatives
- One-size-fits-all pedagogy
- Lack of fundamental understanding of math

Prioritization Exercise Objective

- To identify the top challenges related to mathematics pathways re-design implementation the workgroup will focus on throughout the year
- For each challenge identified, the workgroup created huddles
- Huddles are small working groups that will do the deeper dive of gathering information about the challenges and identifying potential solutions

Huddles

High School to Postsecondary Alignment

Content alignment from elementary to college

Professional development for math teachers

Advising students into math sequences & career paths

Improving fundamental math skills & concepts

Assessment of students

FCS Mathematics Sequences

Foundation preparedness

Multiple sequences/pathways

Ambiguity of math sequencing resulting in content overlap

Placement, advising misplacement & single measure of college readiness

Revisit prerequisites for commonality

FCS to University Alignment

Communication about desired math outcomes for degree programs

Alignment of course content

Advising of math pathways

Aligning prerequisites for courses between institutions

Huddles

High School to Postsecondary Alignment

Content alignment from
elementary to college

Professional development for
math teachers

Advising students into math
sequences & career paths

Improving fundamental math
skills & concepts

Assessment of students

FCS Mathematics Sequences

Foundation preparedness

Multiple
sequences/pathways

Ambiguity of math
sequencing resulting in
content overlap

Placement, advising
misplacement & single
measure of college readiness

Revisit prerequisites for
commonality

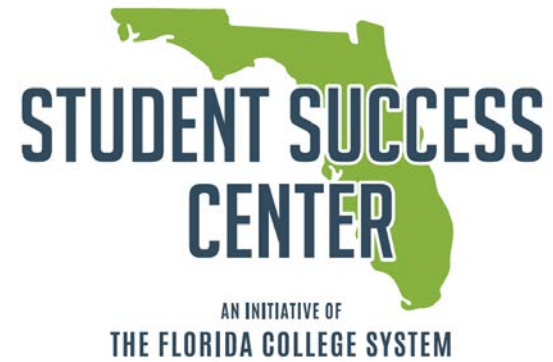
FCS to University Alignment

Communication about
desired math outcomes for
degree programs

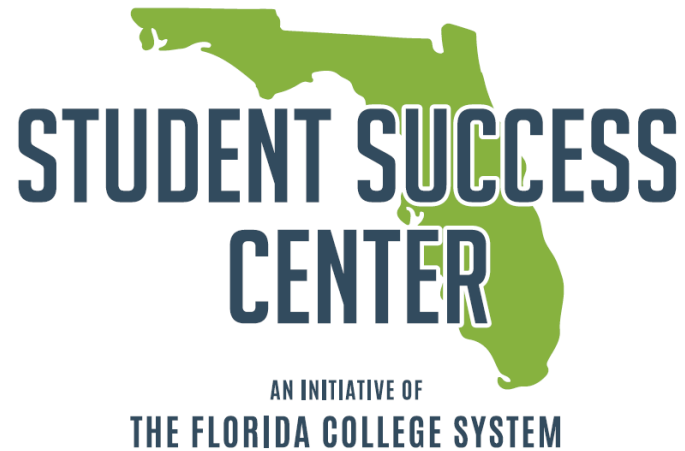
Alignment of course content

Advising of math pathways

Aligning prerequisites for
courses between institutions



Q & A



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THANK YOU!