

**Graduate Policy Committee**  
**November 24, 2010**  
**10:00 a.m., TA 420B**

**AGENDA**

- 1) Welcome and call to order; minutes review
- 2) Review guidelines/policies: number of split level (4000/5000) courses in a program
- 3) Introduce proposal to incorporate scholarly integrity and the responsible conduct of research (SI/RCR) into graduate education at UCF.
- 4) Limits on distance faculty participation in thesis and dissertation defenses
- 5) Other business
- 6) Adjournment

## Split-level Course Guidelines

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Material currently available:

Original source:

Faculty Guide/Program and Course Management

Program Director's Guide/Program and Course Management (identical content)

### Split-Level Courses

Although generally discouraged, UCF allows departments to offer split-level undergraduate/graduate (4000/5000 level) classes; it is possible to teach dual level courses, 4000/5000 level at UCF, provided that the courses are only one level apart (not 3000/5000 or 4000/6000, etc.). However, you must have All courses offered in split-level format require the approval from of the Graduate Council Curriculum Committee to teach the course as a split-level, even if you already have separate approvals to teach if the 4000 level class and the 5000 level classes have already been separately approved. The intent of Graduate Council review is to ensure that the graduate level course has maintained the greater rigor and content expected in a graduate course. This level of scrutiny is required by the Southern Association of Colleges and Schools (SACS) which is our regional accrediting body.

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All graduate level split-level courses must be submitted for approval using the Course Action Request form along with, and you must submit separate syllabi for both the graduate and undergraduate courses. The syllabi must include along with a brief narrative in each of the syllabi indicating the different assignments and grading expected of undergraduate and graduate students, and you must clearly demonstrate that graduate students are held to an advanced level of critical thinking. Failure to show this is the major reason to have these requests tabled by the Graduate Council Curriculum Committee.

Documentation of split-level class offerings must be maintained in the dean's office of the academic college.

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It is also required that departments or units where the split level courses are offered keep student materials, for both the undergraduate and graduate students courses, including both syllabi, are required to be maintained each time the course is taught to prove that the content and complexity are different. This content is required for review by SACS.

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Comment [mjs2]: Besides the syllabi?

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Students may not take both the undergraduate and graduate levels of a split-level course for credit. Graduate students must take the graduate level of a split-level course for it to count toward fulfilling graduate program requirements.

#### Best Practices:

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While certain factors necessitate the teaching of graduate courses in split-level format, because of the presence of undergraduates in these classroom settings, the potential exists for these courses to be taught more toward the level of the undergraduates, rather than the graduate enrollees. Programs, departments, and colleges should remain vigilant that the graduate students taking these classes are receiving graduate level instruction and that the number of split-level courses in their students' programs of study (POS) are kept to a minimum. The following best practices are intended to ensure these goals.

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Each academic year, the College of Graduate Studies will provide a list of all graduate courses that are offered in a split-level format. This will allow programs, departments and colleges to review how their split-level offerings are affecting their students' graduate education. The following guidelines are recommended:

- An individual student's POS should include a maximum of two or at most three split-level courses.
- Only program electives should be offered in split-level format. Rare exceptions for a required course offered in split-level format should be made only as a transitional mechanism while a program is growing towards full enrollment. This should be resolved by the time of the program's first seven-year program review.
- A proper graduate dynamic in split-level classes can be maintained by limiting the maximum number of undergraduates allowed to enroll in the 4000 level course component.

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A list of all split-level courses offered will be included in the documentation reviewed at the seven-year program review.

Once the Graduate Council-Curriculum Committee has made recommendations and they have been approved by the College of Graduate Studies. The Graduate College will send notices to the originating departments informing them of the action. Approval can be seen and tracked on the Course Database which is available in college offices.

After Graduate Council action, course requests are transmitted to the state for assignment of common course numbering as described earlier in this section.

Approved Special Topics requests are sent to course scheduling so they may be made available for registration, and copies are sent to Academic Affairs.

# Split-Level Classes

**Original Policy Draft: 11-1.1.10**

See 2010-2011 Graduate Catalog:

[http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Course\\_Requirements](http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Course_Requirements)

General Graduate Policies/Course Requirements/Split-Level Classes

## Split-Level Classes

Although generally discouraged, UCF ~~does~~ allows departments to offer split-level undergraduate and/or graduate classes. In such cases, two courses approved for different levels of instruction (e.g., a 4000- and 5000-level course) are offered together in the same room, at the same time, and with the same instructor, but under two different course numbers. In limited cases, one of the courses may be offered from-at the undergraduate level and one from-at the graduate level. In general, split-level classes are restricted to situations where the enrollment in one of the courses would be insufficient to allow the course to be offered on a stand-alone basis. When such split-level classes are scheduled, the following conditions must be maintained:

- Both the graduate and the undergraduate courses must have been approved previously through the established university process for approving courses so that there are two separate and complete syllabi for each course, and the syllabi clearly demonstrate more advanced subject matter and expectations for the graduate course than the undergraduate course. The graduate course documents submitted for approval must indicate that the course will be offered in a split-level format.
- Graduate sSplit-level classes must only be assigned to faculty members who meet the university-wide minimum qualifications for teaching graduate-level courses.
- Courses may not be combined into a split-level class if the course numbers of the two courses are more than one level apart. For example, 4000- and 5000-level courses may be combined into a split-level class; 4000-level courses may not be combined with 6000-level courses.
- No sStudents may not register to take for credit both the undergraduate and graduate levels of a split-level courses for credit concurrently. Graduate students must take the graduate level of a -split-level course for it to count towards fulfilling graduate program requirements.
- The graduate and undergraduate courses must have distinct ly different requirements and performance expectations. Graduate students must have course requirements or assignments that require more in-depth analysis and understanding of the topics, provide broader coverage of the content area, demonstrate higher knowledge and skills, and/or show greater independence of thought and application of concepts than what is typically required of undergraduate students. The level and amount of learning by graduate students must be equivalent to what is typically expected in 5000-level or higher courses. The different requirements and expectations must be spelled out clearly in the course syllabi for the respective courses.

- Documentation of split-level class offerings must be maintained in the ~~college~~ dean's office of the academic college, in expectation of future audits. Copies of both syllabi must be provided to the Undergraduate and Graduate Deans for all classes offered newly in split-level format, and reviewed by the Undergraduate and Graduate Deans before the courses can be taught as split level. Each time a new split level class is offered, ~~copies of both syllabi should be collected by the colleges and provided to the Undergraduate and Graduate Deans~~

# Split-Level Classes

Original Policy: 11-1.1.0

See 2010-2011 Graduate Catalog:

[http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Course\\_Requirements](http://www.graduatecatalog.ucf.edu/content/policies.aspx?id=5700#Course_Requirements)

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- Both the graduate and the undergraduate courses must have been approved previously through the established university process for approving courses so that there are two separate and complete syllabi for each course, and the syllabi clearly demonstrate more advanced subject matter and expectations for the graduate course than the undergraduate course.
- Split-level classes must only be assigned to faculty members who meet the university-wide minimum qualifications for teaching graduate-level courses.
- Courses may not be combined into a split-level class if the course numbers of the two courses are more than one level apart. For example, 4000- and 5000-level courses may be combined into a split-level class; 4000-level courses may not be combined with 6000-level courses.
- No student may register to take for credit both the undergraduate and graduate courses concurrently.
- The graduate and undergraduate courses must have distinctly different requirements and performance expectations. Graduate students must have course requirements or assignments that require more in-depth analysis and understanding of the topics, provide broader coverage of the content area, demonstrate higher knowledge and skills, and/or show greater independence of thought and application of concepts than what is typically required of undergraduate students. The level and amount of learning by graduate students must be equivalent to what is typically expected in 5000-level or higher courses. The different requirements and expectations must be spelled out clearly in the course syllabi for the respective courses.
- Documentation of split-level class offerings must be maintained in the college dean's office in expectation of future audits and reviewed by the Undergraduate and Graduate Deans before the courses can be taught as split level. Each time a new split-level class is

offered, copies of both syllabi should be collected by the colleges and provided to the Undergraduate and Graduate Deans

Proposal for Incorporating Scholarly Integrity  
and the Responsible Conduct of Research  
into the Graduate and Post-doctoral Experience

It is proposed that all incoming doctoral students in Fall 2011 and semesters thereafter be required to complete the following program of SI/RCR instruction. Current doctoral and masters students may also participate and receive a Certificate of Completion, and post-doctoral fellows will be strongly encouraged to participate in the program.

The program consists of a basic on-line module and a series of f-f workshops, which focus on discussions of case studies etc. The program must be completed prior to entering candidacy.

1. Complete the on-line Collaborative Institutional Training Initiative (CITI) module of the "Responsible Conduct of Research" in their first year at UCF.

(Choose one disciplinary area)

- a. Biomedical
- b. Social and Behavioral
- c. Physical Science
- d. Humanities
- e. Engineers
- f. Administrators

NOTE: Identification of students completing the module will be tracked by the Compliance Office of the Office of Research and Commercialization.

2. Complete at least two core face-to-face ethics /RCR workshops and two elective ethics/RCR workshops by the time the students file for candidacy.
  - a. Suggested Core Workshops (To be offered every year and perhaps every semester)
    - i. Doing the right thing: What every graduate student should know about research misconduct
    - ii. Ethical decision making in graduate school and beyond
    - iii. Authorship, credit, and collaborative scholarship and research : Ethical pitfalls to avoid
    - iv. Data integrity, management and statistical reporting
    - v. Harassment in the laboratory and classroom
  - b. Elective Workshops (May vary but at least four will be offered every year.)

Examples of recent workshops:

- i. Intellectual and other conflicts of interest: Your rights and responsibilities
- ii. Ethical and legal issues in teaching
- iii. Intellectual property rights
- iv. Informed consent with special populations
- v. Avoiding research misconduct with images

Suggested Administrative Structure:

- A tracking system of CITI participation and workshop attendance will be maintained by the Office of Research and Commercialization (ORC); Access to the participation database will be shared by ORC and the College of Graduate Studies (CGS);
- ORC will establish a workshop registration system with entry through the CGS website;
- Logistical arrangements of workshops and advertising to be done by the CGS;
- Organization of workshops (core & electives) to be done by CGS, ORC, and Office of Student Rights and Responsibilities (OSRR) together;
- A “certificate of completion” of training will be awarded by CGS & ORC (CGS will certify that the student met the participation requirements);
- CGS will enter completion as a “benchmark” on students audit & will confirm at time of candidacy.

NOTE: Programs wishing to exempt their students from the f-f portion MUST submit a “for-credit” course syllabus to the CGS identifying an appropriate ethics course that is required of all doctoral students in that program. CGS and ORC will together ascertain if the content is sufficient to waive the face-face component.