

F L O R I D A
S | C | N | S
Statewide Course Numbering System

FOR FURTHER INFORMATION, OR TO REQUEST MATERIALS, CONTACT:

STATEWIDE COURSE NUMBERING SYSTEM
OFFICE OF ARTICULATION
1401 TURLINGTON BUILDING
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FLORIDA 32399-0400

TELEPHONE: (850) 245-0427
SUNCOM: 205-0427
WEBSITE: <http://scns.fldoe.org>

FEBRUARY, 2004

TABLE OF CONTENTS

INTRODUCTION	1
ESTABLISHMENT AND DEVELOPMENT OF THE STATEWIDE COURSE NUMBERING SYSTEM	1
LOGISTICS AND MAINTENANCE OF THE STATEWIDE COURSE NUMBERING SYSTEM	5
GENERAL PRINCIPLES OF THE STATEWIDE COURSE NUMBERING SYSTEM	7
USES OF THE STATEWIDE COURSE NUMBERING SYSTEM	10
REPORTS AVAILABLE ONLINE AT http://scns.fldoe.org	11
GLOSSARY OF STATEWIDE COURSE NUMBERING SYSTEM TERMS AND ABBREVIATIONS	21
APPENDIX A RESPONSIBILITIES OF FACULTY DISCIPLINE COMMITTEE COORDINATORS	27
APPENDIX B RESPONSIBILITIES OF INSTITUTION CONTACTS	29
APPENDIX C DISCIPLINES AND PREFIXES	32
APPENDIX D PARTICIPATING INSTITUTIONS	62
APPENDIX E STATUTES AND RULES RELATING TO THE STATEWIDE COURSE NUMBERING SYSTEM	67

LIST OF FIGURES

Figure 1:	A Prefix-Century-Decade-Course Organization for Political Science.	3
Figure 2:	Course Inventory Report for English Language and Literature, ENC prefix.	11
Figure 3:	Linking to Reports from the Oracle Discoverer Viewer Homepage.	12
Figure 4:	Institution Courses Report - Select Worksheet.	13
Figure 5:	Institution Courses Report - Select Parameters (Institution(s)).	13
Figure 6:	Institution Courses Report – Output. Courses Offered by the Art Institute of Ft. Lauderdale (Sorted by Prefix and Course Number).	14
Figure 7:	Institution Courses Report – Output. Printer Friendly Version.	14
Figure 8:	Institution Courses Transactions Report - Select parameters (date range and institution).	15
Figure 9:	Institution Courses Transactions Report – Output. Printer Friendly Version.	15
Figure 10:	Comparability Report - Select Parameters (Primary and Compared Institution(s)).	16
Figure 11:	Comparability Report – Output.	16
Figure 12:	Courses at Non-Regionally Accredited Institutions (Choose One or Several Institutions).	17
Figure 13:	Courses at Non-Regionally Accredited Institutions (Select Institution(s)).	17
Figure 14:	Courses at Non-Regionally Accredited Institutions – Output	18
Figure 15:	Courses at Non-Regionally Accredited Institutions - Export function	18
Figure 16:	Courses at Non-Regionally Accredited Institutions – Microsoft Excel Page Setup.	19
Figure 17:	Courses at Non-Regionally Accredited Institutions - Formatted report in Microsoft Excel.	20

INTRODUCTION

Articulation

State policies in Florida have established articulation as an important component of student access by providing for a smooth transition of students who seek a postsecondary education.

In the late sixties, registrars and advisors at Florida's public institutions of higher education voiced concerns about the difficulties encountered in assigning course credits to students transferring from lower-division colleges to the upper-division of universities, or to students changing institutions midstream. At that time, institutional admissions officers based transfer-credit decisions on course titles appearing on transcripts or on catalog course descriptions, rarely providing an indication of the depth and detail with which subject matter had been treated in a course.

ESTABLISHMENT AND DEVELOPMENT OF THE STATEWIDE COURSE NUMBERING SYSTEM

The Legislature Responds to Concerns

In response to the concerns expressed by admissions personnel and a concern over unnecessary repetition of courses by transfer students, the Florida Legislature provided for the development of a common course numbering system to facilitate the transfer of credit for equivalent courses among the state's colleges and universities (Section 1007.24(1), Florida Statutes (F.S.) - Appendix E). In the 1971 Articulation Agreement (Section 1007.24(7), F.S. - Appendix E), the Legislature established the procedures for the transfer of courses among institutions that participate in the common course designation and numbering system.

Section 1007.24(1), F.S. was amended in 1981 to require the incorporation of postsecondary adult vocational courses into the Statewide Course Numbering System. In addition, Section 1001.44(3)(b), F.S. (Appendix E), requires that each area technical education center maintain an academic transcript for each student enrolled in the center.

Legislation passed in 1987 (Section 1007.24(6), F.S.)(Appendix E) enabled licensed private institutions that were fully accredited by a member of the Commission on Recognition of Postsecondary Accreditation (CORPA) and accredited nonpublic postsecondary colleges exempt from state licensure to participate in the common course designation and numbering system. The purpose was to have complete inventories of all postsecondary course offerings in the state. Legislation passed in 1998 (Section 1007.24(6), F.S.) (Appendix E) authorized nonpublic institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education to participate in the common course designation and numbering system. In 2003-2004, there are 32 nonpublic institutions participating in the Statewide Course Numbering System.

Statewide Course Numbering System (SCNS) Established

The system was established at the universities and community colleges in the mid 1970s. It is now used at all public institutions of higher education in Florida (the 28 community colleges, 10 state universities, 32 participating nonpublic postsecondary institutions, and 37 area technical education centers are included in the SCNS, see Appendix D).

Smooth articulation between public institutions depends to a large extent on the SCNS. The SCNS has been developed over the past two decades to accommodate a growing number of programs and courses. The system has shown flexibility as the scope of the listings has broadened over the years. In his 1990 national study, Louis Bender, a professor of Educational Leadership at Florida State University, noted that "Florida probably has one of the most comprehensive and operationally efficient common course numbering and designation systems." Florida's SCNS has been regarded as a model by other states seeking to design or redesign their system.

Statewide Course Numbering System Development

Before the SCNS could be implemented at the universities and community colleges, a number of decisions had to be made on procedures and structure.

Decision One: Classification System

The first was to determine a classification system that could transcend the different organizational structures existing at institutions. Therefore, any classification system had to be "department-free." The system decided upon was a subject matter classification that would allow the categorization of courses according to the content only, regardless of the administrative units to which courses were assigned at individual institutions.

By design, the course numbering system would:

- Provide a framework for each subject matter area to categorize courses. The same framework would be used by all institutions.
- Be a joint undertaking of universities and community colleges. A state agency would manage the system and facilitate communication.
- Place responsibility for determining course equivalencies with faculty at universities and community colleges who would make decisions based on detailed course descriptions or course syllabi.
- Establish course inventories listing all courses offered at Florida's universities and community colleges and identify equivalent courses.
- Develop statewide course descriptions, or course equivalency profiles, to be used in determining equivalencies.