Undergraduate Curriculum Handbook

College of Sciences — UCF

Note: This manual will be revised based on changes made within the curriculum management system, by the university, or as a result of state-required updates.

This handbook is for the use of the Undergraduate Council, deans, college curriculum committees, department chairs, department curriculum committees, and faculty. It is a compilation of policies and procedural standards relating to curriculum matters that provides essential information to those working with the curriculum at all levels. It should be used in conjunction with the official UCF Undergraduate Catalog.

Information contained within was compiled from university resources and edited by Dr. T. Dorman (COS)

Curriculum Committees

Department, college and university committees are charged with the review of all curricular items. Any new or revised courses or programs should first be reviewed and voted on by the department or program faculty and further approved by the Chair/Director. These are next reviewed by the college committee and Dean (designee) before further review by the appropriate university committee. Generally, these committees meet monthly during the fall and spring semesters. While they do not meet during the summer semester, departments can continue to submit course proposals.

The primary responsibilities of the department, college and university committees are to:
- Review proposed courses, syllabi, and programs for academic appropriateness and demonstrate need
- Review course and program descriptions to ensure they are academically sound, meaningful, and clearly proposed
- Reduce overlap within the curriculum
- Ensure deleted courses do not affect another department's curriculum
- Review new and revised course and degree fees for appropriateness
- Maintain academic standards
- Encourage collaborations between programs & departments as appropriate

For any curriculum items proposed, a departmental representative should plan to attend the college and university curriculum meetings to present the proposal and address any questions.

Undergraduate Curriculum and Standards (U C&S)

The Undergraduate Curriculum and Standards (U C&S) is a standing committee of the College of Sciences per the college's by-laws. See: section IV of the COS By-laws: https://sciences.ucf.edu/faculty-affairs/policies-2/bylaws-cos-unit/ . The responsibilities of this committee include:
- To review and make recommendations to the dean about all undergraduate curricular matters, such as course additions, deletions, and revisions.
- To review and make recommendations to the dean about propose changes in the requirements for an existing major, minor, track, or certificate offered by a department.
- To review and make recommendations to the dean about proposed new degree, minor, track, or certificate programs.
- To review and make recommendations to the dean about any proposed College requirement.
- To review applications and make recommendations to the dean about awards associated with undergraduate education, including faculty awards for excellence in undergraduate teaching.

Regarding membership and terms of service for this committee, it is composed of one member from each department in the college, to be elected by each department. A representative from the dean's office will be appointed to chair the committee. A quorum will consist of a majority of the members. Except for the chair, no more than one member will serve from a single department. Members will serve two-year, staggered terms. The committee is assisted by the College of Sciences Facilities Scheduler.

Dates for the COS UC&S meetings are set based on UPCC and UCRC submission deadlines and member availability. Agendas for the COS UC&S meeting are available one week prior to the meeting. Agenda items are reviewed and considered for consent or action. The consent agenda assume that the proposal will not have impact beyond the unit proposing the item, implying that any change can be managed and communicated to students through internal advising.

Undergraduate Course Review Committee (UCRC)

The Undergraduate Course Review Committee (UCRC) is a subcommittee of the Undergraduate Council, which is a curricular committee of the UCF Faculty Senate (https://facultysenate.ucf.edu/committees/). UCRC has the responsibility to review all undergraduate course additions, revisions, or deletions, as well as special topics course requests, and to make recommendations on the allocation of the Materials and Supply Fee proposals to the Vice Provost and Dean of Undergraduate Studies.

Provost > Faculty > Undergraduate Curriculum Committees
  https://provost.ucf.edu/faculty/curriculum-committees/ucrc/
  https://facultysenate.ucf.edu/committees/undergraduate-course-review-committee/
  Sr. Vice Provost, Academic Affairs
  Assisted by: Undergraduate Studies Assistant (ucrc@ucf.edu), (407) 823-5221
  See Appendix 1: UCRC Policy and Procedures

Undergraduate Policy & Curriculum Committee (UPCC)

The Undergraduate Policy and Curriculum Committee (UPCC) is a subcommittee of the Undergraduate Council, which is a curricular committee of the UCF Faculty Senate (https://facultysenate.ucf.edu/committees/). UPCC reviews and recommends proposals for the creation, modification, and suspension or inactivation of degree programs, tracks, specializations, concentrations, minors, and certificate programs, as well as recommends the allocation of the Equipment & Facilities Fees to the Vice Provost and Dean of Undergraduate Studies.

Provost > Faculty > Undergraduate Curriculum Committees
  https://provost.ucf.edu/faculty/curriculum-committees/upcc/
  https://facultysenate.ucf.edu/committees/undergraduate-policy-and-curriculum-committee/
  Sr. Vice Provost, Academic Affairs
  Assisted by: Undergraduate Studies Assistant (upcc@ucf.edu), (407) 823-5221
  See Appendix 2: UPCC Policy and Procedures

General Undergraduate Requirements Committee (GURC)

The General Undergraduate Requirements Committee (GURC) (formerly CPOC) is a joint committee of the UCF Faculty Senate (https://facultysenate.ucf.edu/committees/). GURC reviews curriculum proposals from colleges that impact university-wide undergraduate requirements such as general education, diversity and Gordon Rule, foreign language proficiency. It is also responsible for reviewing state requirements such as fulfillment of the civic literacy mandate. If GURC approves a new course for inclusion in the General Education Program, the course proposal will route to UCRC for review and the program proposal will route to UPCC for review.

College of Undergraduate Studies > Faculty > GURC
  https://undergrad.ucf.edu/faculty/general-undergraduate-requirements-committee/
  https://facultysenate.ucf.edu/committees/general-undergraduate-requirements-committee/
  Associate Dean, College of Undergraduate Studies (407-823-2373)

Please refer to Appendix 3: Curricular Facilitation for a listing of all personnel within UCF and at the State level who assist with curricular processes.

Curriculum Planning Cycle

All curricular processes follow a planning cycle and timeline leading to publication of the yearly undergraduate catalog and class schedules. Department and college curriculum personnel should note the year-round process of curriculum review and development. However, after catalog and class schedule publication deadlines, changes to the curriculum of the university should not be expected. Exceptions must remedy a gross error or meet an unusual need as determined by the University Council, such as a legislative mandate.

Course or program changes approved at the department and college level must be submitted on schedule for review at the university level (as CPOC, UCRC and UPCC have deadlines for catalog changes). All approved course or program changes will be included in the next published Undergraduate Catalog and will be effective as of May 1 of the catalog year.

Definitions of Curriculum Reviews:

The following must be reviewed and approved by all levels before they can be officially integrated into the curriculum of a department or college. Please see the specific section pertaining to the proposal type for more information about the required approval steps.

Course Change
- Addition, deletion, or revision in a course (i.e., course number, credit hours, lecture hours, lab hours, name of course, description, prerequisites, etc.).
- Any changes to courses (i.e. credit hours) that affect degree programs generally require submission of a program change proposal, in addition to the course proposal. If you are unsure of whether a course revision also prompts a program revision, please check with your college's curriculum committee chair or the UCRC/UPCC Assistant.

Program Change (major, minor, certificate, tracks)
- New majors, minors, certificates or tracks as well as changes (i.e. name, requirements, etc.) or suspension/ inactivation of an existing program.
- New tracks for existing degree programs, new minors, and new certificates do not need approval beyond the university.

Department Change
- A request for a department name change, creation of a new department, or the deletion of an existing department. These are changes that can impact curriculum reporting, the PeopleSoft course catalog, and other university-level systems. Before proposing such a change, please contact the Sr. Associate Provost for Academic Affairs.

Submission Deadlines

Each department and college may set deadlines regarding curriculum proposals. All program and course submissions for inclusion in the next year's catalog copy should be submitted for review and approval through the Dean level during the preceding fall semester. New degree program request deadlines will vary based on the extent of review needed and when the program is intended to start, but the average process takes two years.

New degree program proposals (for degrees with CIP codes that do not presently exist) follow a formal process of identification, pre-proposal, and full-proposal. The deadlines for submitting a request for a potential degree and the pre-proposal are established by Academic Affairs. Please reference the Academic Program Quality (APQ) "New Degree Programs and Graduate Certificates" website for more information:

https://apq.ucf.edu/new-academic-degree-programs-and-graduate-certificates/

Preproposals are reviewed by the Provost and, with approval, the Council of Academic Vice Presidents (CAVP; composed of the provosts from each SUS university) before a full proposal can be developed.

Meeting Agendas

Agenda items are reviewed and considered for consent or action. The consent agenda assume that the proposal will not have impact beyond the unit proposing the item, implying that any change can be managed and communicated to students through internal advising. Please see Appendix 4 for information about how the COS consent agenda is determined.

When Approved Submissions are Effective

Full degree proposals usually take one to two years to develop after or absent the preproposal process. Existing degree revisions can potentially be reviewed and approved within an academic year but must be submitted by university deadlines for inclusion in the next academic year's catalog. New degree programs and revisions are generally effective the fall semester.

To assign new course numbers, the state may approve new courses within a few weeks or several months, depending on when in the year the course is approved. Courses that are submitted by the university deadline for inclusion in the next academic year's catalog will be added to the catalog database by early March and are effective in May for the new academic year, which starts in the fall semester.

Material and Supply Fee and Equipment and Facility Fee requests are reviewed annually in the mid-fall semester (usually October and November) and are charged to students beginning in May.

New or revised courses, tracks, minors, certificates, degree programs all require updates to the scheduling system, myKnight audit and the Pegasus Path smart planner. Once approved, changes to courses and degree programs also impact the effectiveness of myKnightStar to effectively predict success markers. It is important to consider the ramifications of all proposed curriculum changes beyond their publication each June in the Undergraduate Catalog.

Planning Cycle Timeline

Curriculum, Program Reviews, Course Offerings, and Class Schedule based on a Fall/Spring/Summer academic year.

Month	Curriculum Review	Undergraduate Catalog	Academic Dates
August	Undergraduate Council elects UPCC and UCRC chairs		
September			
October	Curriculum and program proposals are submitted and reviewed by the college committee (UC&S) and the university committees (UCRC, UPCC and CPOC)	Deadline for E&F and M&S Fees	Spring Registration opens for all students
November			
December			
January			
February		Deadline for New/ Revised/ Delete proposal for upcoming catalog year	
March			Summer/ Fall Registration opens for all students (and Spring for students with 3.5GPA)
April		Undergraduate Studies and Registrar Office sync Kuali with the catalog for the next academic year publication	
May	During summer, no formal meetings of curriculum committees are held. UC&S members are confirmed.		Summer/Fall orientations begin
June		Undergraduate Catalog is published for the upcoming FA-SU semesters	
July			

Course Proposals

All course proposals must originate in the university's curriculum management system, Kuali. All courses must be approved at multiple university levels and may be approved by the state. Once final university or state approval is secured, the course is published in the catalog. Only published course information and prerequisites can be enforced.

New Course Proposal

Refer to Appendix 5: SCNS Course Numbering Guide for how to choose the appropriate course number.

New courses include a proposed prefix and a four-digit number that identifies the level. Course level is determined by the first digit of the course: 1 and 2 are lower level, 3 and 4 are upper level, 5 and 6 are graduate level, 7 is doctoral level. Per FL Statute 1007.24, "any course designated as an upper-division-level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework."

While proposed locally, the final course prefix and number will be approved or changed by the State of Florida's common course numbering personnel. The state splits each academic discipline into 10 centuries and then splits each of those centuries into 10 decades. This allows for 10 individual courses within each decade. Appendix 5 provides details about how to review your discipline's taxonomy and select the appropriate century, decade, and course number. State personnel and disciplinary faculty from across the state will utilize the syllabus provided to determine the accuracy of the selected course number.

If you cannot determine the appropriate course number, enter the century level (1-4) followed by three "X" (e.g. 3XXX).

If you intend the course to be a combination lecture and lab, discussion, or recitation, make sure you include the "C" designation at the end of the courses number. If the course is intended to be an honors course (and is **not** a combination lecture/lab course), add the "H" designation at the end (see also the Honors Course Proposal section of this guide).

New courses are reviewed and approved by the university (UCRC) and then submitted to a state committee to be approved in the State Common Numbering System (SCNS). This state approval will confirm the course number and update the state course catalog.

Special Topic Course Proposals

Special Topic (ST) requests are used to propose new, temporary courses and are intended to gauge student interest in the topic, to accommodate faculty specialties, and/or respond to emerging trends in the discipline. Once approved, a ST course can be offered up to three times; honors special topic courses can be offered up to four times. All special topic requests must have a syllabus. If a department wants to offer a ST course a third time, they will have to re-propose the course as a ST; however, the appropriate departmental curriculum committee should examine whether or not the course is appropriate for development as a permanent course. The course code assigned to a special topic course is based on the level and are as follows:

1K=1931	2K=2930	3K=3930	4K=4932
5K=5937	6K=6938	7K=7939	

If you intend the course to be a combination lecture and lab, discussion, or recitation, make sure you include the "C" designation at the end of the course number. If the course is intended to be an honors course (and is **not** a combination lecture/lab course), add the "H" designation at the end.

Special topic requests are reviewed and approved by the university (UCRC). Once approved, the course can be scheduled three times (if an honors course, it can be scheduled four times) without additional review or approval. Some departments choose to propose a special topics version of a new course proposal in order to offer the new course in the current academic year. This does require two distinct course proposals. Both proposals require an attached syllabus.

Revised Course Proposal

Course revisions are reviewed and approved by the university (UCRC) and then submitted to the State Common Numbering System (SCNS). If substantial changes exist, this may result in a prefix or number change by SCNS.

Keep in mind the following:
- An updated syllabus must accompany all course revisions.
- Ensure that your proposal includes any required attachments, including any discussions with others (if applicable).
- If a course revision includes a changing of level (upper to lower or vice versa), the prerequisites and course description should be updated as appropriate. The rationale should explain how this will impact a student's four-year graduation plan.
- If the course revision impacts any aspect of the course number (level, century, decade, or number), please seek guidance from Undergraduate Studies before launching the proposal, as the revision may actually require a deletion request and a new course request.
- If a course revision is a name change to include words like "introduction" or "advanced", the course's level, content, syllabus and prerequisite structure should reflect this terminology.
- If a course revision is a name change and the previously named course has a Material and Supply (M&S) fee associated with it, the revised course will not automatically have the M&S fee follow the course. The M&S fee needs to be indicated on the revision form as a comment by the Originator, so it can be tracked by Student Account Services.
- If the course being revised is an honors course, be certain to mark the appropriate box within the proposal. This will include the Honors College in the approval process for the course.
- Consider changes in the context of how other degrees may use the course. If needed, notify others of revision while it is in process.

Delete Course Proposal

Courses can be deleted for a number of reasons, including a change of resources or lack of interest/enrollment. Deleting a course will permanently removing it from the course catalog and no longer having the ability to schedule the course.

If the course is a prerequisite to other courses or if it appears in catalog copy, notification must be made to the departments offering the affected courses/programs to update their courses or program by submitting the appropriate revision paperwork. Contact any departments/schools/units impacted by a course deletion before advancing a proposal to the college.

Special Course Proposals

Course Continuation
The state requires that universities review all existing undergraduate courses that have not been taught for five years to either be deleted from the catalog or reviewed for continuation. The College of Undergraduate Studies will identify any courses needing review. If your program wants to retain the course, rationale must be provided for continuation of the course as is, the course should be revised, or the course should be deleted.

When identified, the College of Undergraduate Studies will indicate the deadline for courses to be approved for continuation. Requests for continuation are reviewed and approved by the Undergraduate Course Review Committee (UCRC).

Honors Course
Honors Interdisciplinary Seminars are intended to be innovative, creative, and intellectually challenging courses in which students are active participants. These courses offer faculty members an opportunity to teach small classes (limited to 20 students) and the chance to explore new topics and instructional formats that may not fit within the traditional

curriculum. These seminars also provide an opportunity to examine the intersections and question the boundaries of disciplinary knowledge in ways that are not typically considered in the undergraduate classroom.

All honors course proposal must include the following:
- Course number should end in "H"
- Title should begin with (or include) "Honors"
- Description should include "with honors content"
- Prerequisites should include "and consent of honors"
- Documentation showing approval of the Honors College

New or existing courses can be approved as honors courses through the new course proposal process. When the Honors College wants to create an undergraduate honors version of an existing course, the department offering the course will submit a course revision to "honorize" a course. These courses are approved through the department, the Honors College, the college curriculum committee, and UCRC.

Diversity Course

A Diversity course proposal must fulfill specific diversity course requirements as outlined in the proposal, including evidence that the course explores diverse backgrounds and characteristics found among humans. You will describe how the course meets the diversity requirements both in narrative and by attaching a specific assignment(s) or project(s) to demonstrate student development in that area.

Diversity course proposals can be submitted based on existing courses or in conjunction with the development of a new course.

General Education Course Option

Faculty can request that a course be considered as a part of the General Education Program as an institutional option in one of the five foundations areas. Only the state can add state core general education course options.

GEP course proposals can only be submitted for existing courses that have a history of enrollment. The proposal will need to identify the General Education Program (GEP) foundation area to which you want your course to be applied, and the course must fulfill the competencies of that foundation area set by the BOG's General Education Steering and Faculty Committees. More information can be found here:

BOG Regulation 8.005 – General Education Core Course Options
https://www.flbog.edu/wp-content/uploads/8_005GeneralEducationCore_final.pdf

Florida Administrative Code, Rule 6A-14.030 – General Education Core Course Options
https://www.flrules.org/gateway/RuleNo.asp?title=COMMUNITY%20COLLEGES&ID=6A-14.0303

The UCF general education foundation areas (with competencies as determined by the Florida General Education Steering and Faculty Committees) are:
- Communication
    - Students will demonstrate the ability to communicate effectively.
    - Students will demonstrate the ability to analyze communication critically.
- Cultural/Historical (Humanities)
    - Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy.
    - Students will acquire competence in reflecting critically upon the human condition.

- Mathematical
  - Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts.
  - Students will apply appropriate mathematical and computational models and methods in problems solving.
- Social (Social Sciences)
  - Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
  - Students will demonstrate an understanding of basic social and behavioral science concepts and principles used int eh analysis of behavioral, social, and cultural issues, past and present, local and global.
- Science (Natural Sciences)
  - Students will demonstrate the ability to critically examine and evaluate scientific observations, hypothesis, or model construction, and to use the scientific method to explain the natural world.
  - Students will successfully recognize and comprehend fundamental concepts, principles, and processes about the natural world.

For the area you select, you will have to explain and demonstrate how the proposed course meets the stated purposes of the GEP under its designated area and describe how the course incorporates the learning outcome both in narrative and by attaching a specific assignment(s) or project(s) to demonstrate student development in that area.

GEP Course proposals are reviewed by the Common Program Oversight Committee (CPOC) after Dean approval and before UCRC review. GEP course proposals are considered by two university-level committees. They must also review state approval, so it is a lengthy review process.

Gordon Rule Writing Course
The "Gordon Rule" requirement is based on a state rule (6A-10.30) that requires undergraduates to complete specifically designated writing and mathematics courses as a part of their degrees. Mathematics courses that meet this requirement are determined by the state; however, writing courses may be proposed at the university level.

> See the current undergraduate catalog for more information and the list of approved Gordon Rule courses: Policies > Undergraduate Degree Requirements > The Gordon Rule
> See the College of Undergraduate Studies website for more information about the requirement:
> https://undergrad.ucf.edu/gep/req/gordon-rule/

If proposing a course to meet the Gordon Rule writing requirement, you will have to explain and demonstrate how the proposed course meets the requirement both in narrative and by attaching a specific writing assignment(s) or project(s). These assignments must demonstrate developed writing through at least one multi-page writing assignment and must include the evaluation criteria. To qualify as a UCF Gordon Rule Writing option, a course must:
- Include the written component (a minimum of 4 written assignments) as a significant portion ‐ ‐ at least 60% minimum ‐ ‐ of the final grade.
- Demonstrate substantial, developed writing through the inclusion of at least one multi-page writing assignment.
- Integrate at least one writing assignment in which the students submit a revision in response to substantive teacher/grader feedback.

Gordon Rule courses can be proposed as a new course or by adding the designation to an existing course. Proposals for new Gordon Rule writing courses and requests to remove approval are reviewed by the Common Program Oversight Committee (CPOC).

Courses that have been designated to meet the Gordon Rule writing requirement for five years will be reviewed by CPOC to ensure the course continues to meet the criteria.

Split-Level Courses

Split-level courses include any division of a course by one level, which may include an undergraduate course (e.g. 4000/5000 level split). All split-level courses are approved through the College of Graduate Studies. For more information, please refer to the graduate curriculum guidelines.

There must be two distinct syllabi that clearly identify the differences of requirements and responsibilities between the two levels. The advanced course's syllabus must show a more intense and more advanced level of mastery of course content. There may be additional requirements of the graduate level students, including:
- Additional or different readings/texts
- Assignments with additional components to be met
- More advanced presentations/research expectations
- A different grading scale

Also consider the following:
- Will the graduate students be held to a higher level of participation? Will they have a leadership role?
- Will there be different exams (ugrad/grad versions)?
- Can you provide justification as to why the undergraduate version is still needed?
- How will the undergraduate version of the course be considered if the student progresses into your graduate program?

When proposing or revising an undergraduate course as a part of a split-level proposal, the undergraduate course must be separately approved through the undergraduate curriculum process. If the course includes an undergraduate/ graduate level split, the course syllabi are reviewed by both the graduate and undergraduate level college committees. It is preferred that the undergraduate course is approved through the college committee prior to the split- and graduate-level course proposals college level review. These courses are further reviewed only by the Graduate Council's Graduate Curriculum Committee (GCGC)

Except under very rare circumstances (approved by the provost), dual listing of a course is prohibited. Dual listing involves two different courses (prefixes and/or numbers) scheduled at the same time and teaching the same content.

Course Designation Proposals

High-Impact Practices Course Designations
The Division of Student Learning and Academic Success is building on the successful designation of Service Learning (SL) courses with the following processes in place to designate courses as Integrative Learning (IL) or Research Intensive (RI). These course designation proposals are not routed through the college committee (UC&S) or the university committees of CPOC or UCRC.

Service-Learning Course Designation
Service-Learning courses help students to consolidate learning and apply course concepts to the community. Through community and organizational partnerships, students gain a greater understanding of the needs of university, local, regional or global entities and how academic knowledge can be used to meet those needs. Faculty members guide students as they complete service-learning courses by addressing academic and social concerns. Students connect with community partners, providing their knowledge and service to strengthen the community. Reflection on this connection between coursework and community is intended to lead to learning gains in ethical reasoning, intercultural knowledge, and to stimulate civic engagement.

>   Application: https://explearning.ucf.edu/faculty/course-approval-form/
>   https://explearning.ucf.edu/ > Faculty/Staff > Support for Faculty and College
>   https://explearning.ucf.edu/ > Faculty/Staff > Service Learning Course Criteria
>   For more information, email: EL@ucf.edu

Integrative Learning Experience Designation
Integrative Experience courses require students to develop learning plans that connect their academic knowledge, experiences, and skills to their self-development and professional goals. Students learn to adapt and apply discipline-

specific skills, theories, or methods to complex and difficult real world issues. They collaborate actively with faculty and other students to diversify their experiences, perspectives, and communication within and beyond the university. Reflecting on and connecting knowledge and experience to professional and personal goals are core components of these courses.

https://undergrad.ucf.edu/whatsnext/faculty-staff/integrative-learning-experience-designation/

For more information, email: QEP@ucf.edu

Proposals for new Integrative Learning designations are reviewed by the Integrative Experience Committee and further approved by the department chair/ school director and the college dean.

Research Intensive Course Designation

Research intensive courses engage students in academic inquiry that is guided by a content expert. Students learn about ethics, the research process, applying critical thinking skills, and formal academic communication. They produce a research product such as a paper, presentation, poster, or digital communication. An aim of research-intensive courses is to build knowledge and excitement in research endeavors and to help students identify research niches and potential mentors for further research engagement.

https://our.ucf.edu/faculty/research-intensive-courses/

For more information, email OUR@ucf.edu

Proposals for new Research Intensive designations are reviewed by the Research Intensive Committee and further approved by the department chair/ school director and the college dean.

Course Proposals: Supplemental Information

Course Academic Organizations

Every course at UCF falls under a specific Academic Organizations (AcadOrg). The AcadOrg indicates the department/ school that is proposing and thus is responsible for scheduling and teaching the course. The AcadOrg may be left blank by the Originator of a course proposal, but it must be added by the college prior to approving the course.

See Appendix 6 for a complete list of the university's Course Academic Organizations.

Academic Affairs Approved Instructor

An Academic Affairs approved instructor must be added to any course proposal. The person listed should be qualified to teach the course and must be listed in the SACS Faculty Qualifications Database. This information is required at the state level for course approval.

Prefix and Number

The prefix of a course is determined based on the content of the course. No department, school, or college "owns" any course prefix. Refer to Appendix 5: SCNS Course Numbering Guide for how to choose the appropriate course number.

Title

The title should be clear and correspond closely to the course content and description. If words like "Introduction" or "Advanced" are used, be certain these modifications correspond to the course level, content, and prerequisite requirements. Courses that are proposed at the upper-division should not be titled "Introduction to…", rather consider a title that begins with "Fundamentals of…".

Full Course Title

The full course title should reflect the main topic of the course as succinctly as possible. This is the title that will show in the university catalog.

Abbreviated Title

This is the abbreviated version of the full course title to use no more than 30 characters. This is the title that will show in the Class Schedule and on the student's transcript. Abbreviations should be as understandable as possible.

The state does not base its prefix and number approval on course title.

Components
Each course has an approved "Component Type" based on the course description and number approved by the state. Most courses will have the LEC or LAB course component selection. Course component is determined by the university.

The options for course components are the following:

CLN-Clinical	CON-Continuance	DIS-Discussion	DRT-Dissertation
FLD-Field Studies	IND-Independent Study	INT-Internship	LAB-Laboratory
LEC-Lecture	MCL-Med-Clinical	MIS-Med-Independent Study	MLB-Med-Lab
MLC-Med-Lecture	MNT-Med-Internship	MRS-Med-Research	OTR-Other
PER-Performance	PRC-Practicum	RES-Research	RRP-Research/Report
SEM-Seminar	SUP-Supervision	THE-Thesis Research	TUT-Tutorial

If there is a reason that the component type is not correct or appropriate, a request to change should be submitted via a memorandum to the college curriculum committee along with rationale for the change (no Course Action request is needed). Please note that there may be workload and compensation implications attached to course types. Any change beyond component type (for example, changing course description, prerequisites, etc.) needs to also be accompanied by a Course Action request.

Description
While there is no limit to the length of the course description in the syllabus, PeopleSoft requires a limit of 25 words. The description should be written in such a way that a person of "average" intelligence would be able to understand what is contained in the course. Following are guidelines for writing a course description:
- Should not be longer than is absolutely necessary.
- Use "active" voice.
- Delete articles wherever possible.
- Restrict adverbs and adjectives.
- Use parallel structure.
- Don't repeat information contained in the course title.
- Don't capitalize, except very proper nouns.
- Avoid unnecessary introductory phrases (e.g., A course in . . .; A study of . . .;etc.). It is self-evident that this is a course and students will be a study of something.
- Avoid phrases where a single word will do (e.g., with special emphasis = emphasizing; application of the = applying; relevant to the study of = relating to; etc.).
- Avoid the phrase "the student".
- Avoid "special jargon" unique to the discipline as much as possible. Remember that those outside the field of study may need to know what this course is — not just those trained in the field.

Course descriptions submitted for a course will be edited to make sure there is consistency in the voice and structure throughout the catalog.

Rationale
All new and revised courses must include a brief rationale that provides the explicit need for the request. For new courses, it should include the number of faculty qualified to teach the course, the resources required to offer the course, how it will impact the teaching of current courses (i.e. lab space), and why the course content cannot be taught in existing courses.

Credit Hours
For more information, please see the SACSCOC policy statement for credit hours:
https://sacscoc.org/app/uploads/2019/08/Credit-Hours.pdf

According to SACSCOC, a credit hour (1 hour) is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

a. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or

b. At least an equivalent amount of work as required in "a" (above) for academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

As part of UCF's accreditation with SACSCOC, we are required to have a formal model of credit hour designations. The following chart provides a general framework and the minimal determination for credit hours that faculty should use to make course proposals. The elements (instruction time, lab…work, out-of-class work) will help faculty to better determine the credit hour designation for a course and help the institution with a standard approach in this determination.

Course Hour Design Options	Ex. 1	Ex. 2	Ex. 3
Credit Hour	1	1	1
(Formal) Instruction Time - Class Hours or Online Module, etc.	*1*	*1*	*1*
Lab/Studio/Field work	*0*	*1*	*2*
Out-of-Class* (homework, course readings, group work, online posts, etc.)	*2*	*1*	*0*
Total Course Engagement	3	3	3
Catalog Hours	1(1,0)	1(1,1)	1(1,2)

*Out-of-Class hours will not appear in the undergraduate catalog. This field is for information only.

Any combination of the above elements that extend beyond 3 hours of course engagement could be considered a 2 or higher credit hour course. When proposing the credit hour structure use the following 1:3 ratio as the guide:

1 Credit hours = 3 hours of Total Course Engagement
2 Credit hours = 6 hours of Total Course Engagement
3 Credit hours = 9 hours of Total Course Engagement
4 Credit hours = 12 hours of Total Course Engagement

Prerequisites/Corequisites

Per FL Statute 1007.24, "any course designated as an upper-division-level course must be characterized by a need for advanced academic preparation and skills that a student would be unlikely to achieve without significant prior coursework."

Prerequisites

Upper-level courses should have prerequisites that identify the level of mastery needed to be successful in 3- and 4000 level courses. If there are no prerequisites to an upper-level course, the course's content must clearly show and/or describe how it is appropriate at the designated level. If an upper-level course does not have a prerequisite, the state may reassign the course as a lower-level (1000 or 2000) course.

In listing prerequisites for courses, only the immediate prerequisite should be specified (not the whole sequence of courses that feed one into another).

There are to be no "hidden" prerequisites in listing program requirements. If a course has a prerequisite, they automatically become part of the program requirements and the hours are added to the total hours for the program. (An exception to this would be a list of elective courses students may choose among as part of a specialization/ option/ track within their major program.)

If there are prerequisite courses that may be waived depending on the student's previous experience (e.g., SPN1101, SPC1102, and SPC2201 are waived if a student has had previous language experience or been on a mission to a Spanish-

speaking area), they still must be listed as part of the program requirements and the hours must be added into the total program hours. However, there can be a statement indicating the prerequisites can be waived, and there can be an hour range shown (e.g., 56–72 total hours) for the degree program.

If revising a prerequisite, be certain to take into consideration the impact this may have on students and faculty. Review the degree program's eight-semester progression map devised for Pegasus Path to ensure students can still complete the program in the same number of semesters.

Corequisites

Certain courses must be taken together, so they each need the other as a corequisite. While corequisites may be central to linking a lecture course with a lab, for example, they can cause registration challenges for students. Please utilize corequisites only in circumstances where the content of one course must be linked with another course in the same semester. Otherwise, one course may more appropriately serve as a prerequisite. UCF does have the option of selecting a course as a "prerequisite or corequisite" for another course, allowing students to complete one before the other or taking them simultaneously.

Repeatability

For courses that can be repeated, indicate how many times the course can be repeated and for the maximum number of hours. Indicate in the proposal what parts will remain the same and what parts will change when the course is repeated. If applicable, include the name of the committee/faculty member who will approve the content before a course is repeated.

Discussions/Duplications

Possible course duplications and conflicts with other departments or colleges must be discussed with appropriate parties before submitting a course. Provide detailed justification (emails, memos, comments as documented within the curriculum system, etc.) on these discussions.

Syllabus

The syllabus must include the mandatory components identified in UCF Policy 4-403: Required Elements of the Course Syllabus, which include:
1. Information from the official schedule of classes
2. Instructor and GTA contact information
3. Explicit, public description of the course
4. Intended student learning outcomes
5. Course calendar that includes the sequence of course activity
6. Assessment and grading procedures
7. Course materials and resources
8. Required core policy statements

For additional guidance with syllabus development, please refer to the Faculty Center's syllabus website:
        https://fctl.ucf.edu/> Teaching Resources > Course Design > Syllabus

Program Proposals

Any department/school interested in proposing a new degree program should involve their college in discussions at the outset. Support and development of new degree programs is based on many factors, including academic need and demand, contribution to local/state economic needs, and available resources. Additional information can be found on the APQ website: https://apq.ucf.edu/new-academic-degree-programs-and-graduate-certificates/

Programs should be periodically, internally reviewed, and if there are changes, these should be submitted as Program Revisions for inclusion in the following year's catalog copy. Revisions to program curricula can impact student progression to graduation, especially transfer students, so please minimize annual revisions.

For any new or revised program proposal, please refer to Appendix 7 : Primary Considerations, which includes questions to consider when developing the proposal. In addition, the catalog requirements for any academic program follow a template of core areas. Appendix 8: Degree Program Template and Appendix 9 : Minor/Certificate Template provide an outline for the catalog copy and additional areas to consider as you develop the program.

New Degree Program (Pre-Proposal Required)

In general, new degree proposals must follow the pre-proposal process. Pre-proposals are reviewed by the Dean, the Provost, and the Council of Academic Vice Presidents (the CAVP: the provosts from each university).The council will review the document, focusing on ensuring that the proposed degree program will benefit the state and does not overlap with existing degree programs. A pre-proposal may be approved with no comment, approved with comment, or denied with comment.

Specifically, the CAVP pre-proposal process is required for a new degree that:
1. Is a new level, e.g. a B.S. exists and an M.S. is proposed
2. Uses a CIP code that is not currently in use at UCF
3. Uses a CIP code and level combination that is not previously approved for UCF

If the focus of an undergraduate degree requires Common Prerequisites (CPs) that are different from any of the state approved CPs, or if the academic focus of a new degree requires a CIP that is not presently defined within the SUS, this requires a new CIP proposal. Please contact the Associate Dean of the College of Undergraduate Studies for consultation on the review and approval process.

Departments developing a new degree program using an existing CIP code and existing level degree need only use the full-proposal process. The pre-proposal process is not required, please see the section "New Degree Program (Pre-Proposal Not Required)" . See Appendix 10: CIP Codes for important additional information.

For any pre-proposal:
- Complete the New Academic Degree Program Authorization Pre-Proposal Form (form and procedures available from the APQ website).
- Provide data in support of needs and workforce demands.
- Addresses potential impact on department resources including faculty instructional resources, space, funding, etc., as well as source of funding for any stated needs.
- Obtain approval by the college prior to being submitted for provost approval.

Additionally, pre-proposals should be reviewed by the appropriate university offices prior to formal submission; include a general outline of intended curriculum (if the college requires one); and include discussions with any on-campus or SUS collaborators (i.e. interdisciplinary, cross-, or multi-disciplinary program collaborations).

If the new degree required program prerequisites different from the defined Common Prerequisites, then the degree will also need review and approval by university's Common Program Oversight Committee (CPOC) and the state

Articulation Coordinating Committee (ACC). The AAC process will require additional documentation. See [Appendix 11 : Common Prerequisites](#) for more information.

A full proposal cannot be submitted to the college or university curriculum committees until pre-proposal has been submitted and approved. Once approved for full proposal, the new degree proposal will be added to the University Work Plan (which will indicate a start date, based on what was submitted with the pre-proposal). At this point, the full proposals must follow the Board of Governor's (BOG) template for new degree proposals and must be accompanied by the degree proposal worksheets. These forms and procedures are available from the [APQ website](#).

The full proposal process is extensive. When developing a new degree program, please request a proposal timeline from the college (who will confer with the College of Undergraduate Studies) to outline the progress benchmarks for program review and approval and to meet the anticipated start date. Contact the College of Sciences Associate Dean for additional guidance regarding the full-proposal process.

The deadlines for submitting a request for a potential degree and the pre-proposal are established by Academic Affairs. Please reference the Academic Program Quality (APQ) "New Degree Programs and Graduate Certificates" website for more information: https://apq.ucf.edu/new-academic-degree-programs-and-graduate-certificates/.

The extent of review and approval that a new degree program receives depends on several factors. New undergraduate bachelor's programs are reviewed and approved by the UPCC and then sent to BOT's Education and Programs subcommittee for review and approval. The program is sent to the full BOT for a final vote. Upon approval, the proposal is then forwarded to the BOG for an additional review and approval. (If new courses are proposed as part of the new degree program, those courses must be approved by UCRC prior to UPCC reviewing the program.)

New Degree Program (Pre-Proposal Not Required)

New, full degree program proposal that do not need pre-proposal approval include degrees that will use an active CIP code and an existing degree level. The proposal template follows the full proposal template required by the Board of Governors.

New Degree (Active CIP)
If a new degree intends to use an existing CIP code and be offered at an existing level (ex. a B.S. exists and the department wants to develop a new B.S. or B.A. with the same CIP), then the new program does not have to be approved through the pre-proposal process and it is not included on the University Work Plan.

See [Appendix 10 : CIP Codes](#) for important additional information.

New Degree (Substantial Overlap with an Existing Degree)
If a new degree is substantially similar to an existing degree (i.e. a department offering a BA version of an existing BS degree), the lead faculty member, program director, or Department Chair should reach out to the Associate Dean for Undergraduate Studies to discuss what aspects of the proposed degree will be similar to an existing degree before completing the abridged degree program proposal. These proposals follow an abridged BOT proposal format.

For any new program proposal, please refer to [Appendix 7 : Primary Considerations](#), which includes questions to consider when developing the proposal. In addition, the catalog requirements for any academic program follow a template of core areas. [Appendix 8: Degree Program Template](#) provides an outline for the catalog copy and additional areas to consider as you develop the program.

All new bachelor's programs are reviewed and approved by the university (UCRC and UPCC), and then submitted to the BOT's Education and Programs subcommittee for review, the BOT for approval, and to the BOG staff for approval.

New Track, Specialization or Concentration

Tracks and specializations should represent a substantial distinction within a degree where tracks are described as knowledge-based and specializations are described as skill-based. Characteristics of each include:
- At least nine upper-level credit hours differentiate a track with the degree (or another track in the degree).
- Completing the courses required in the track or specialization will have implications for finishing the degree, i.e., a student cannot finish the degree without finishing the track or specialization.
- Tracks and specializations can have a requirement that all courses within them have a "C" grade or above, as can also be applied to an overall degree.

Concentrations or emphases are identifications useful to students but do not have any set number of credit hours to be differentiated from the degree. More importantly, a concentration or emphasis has no implications for finishing the degree, so that a student could jettison it without having an impact on graduation. Additionally, an option is viewed as a term that is non-curricular based.

For any new or revised program proposal, please refer to Appendix 7: Primary Considerations, which includes questions to consider when developing the proposal. Appendix 8: Degree Program Template provides an outline for the catalog copy and additional areas to consider as you develop the program.

New tracks of degree programs, specializations and concentrations only reviewed and approved by the University Policy and Curriculum Committee (UPCC). They do not have to be approved by the BOT or BOG.

New Minor or Certificate

If proposing a new minors or certificate, take the following into consideration:
- Minors are complements to a bachelor's degree program and may be required as a part of the degree.
- Certificates are supplements to a bachelor's degree program and will be optional.
- Minors and undergraduate certificates can only be awarded with a completed degree.
- Minors are usually 18-21 hours (min 16; max 41).
- Certificates are usually 15-18 hours (min 6; max 30).
- While there are no university minimum course- or program-level requirements (e.g. 2.0 min GPA is not required for a course to be applied in a certificate or minor), one should consider what is best for student outcomes.
- Neither minors nor certificates can have formal tracks, although it can identify an area of focus, specialization, or concentration. The final hours of the minor or certificate must be the same regardless of the area of focus.

Additional questions for consideration:
- How do prerequisites courses impact the number of hours needed to complete the minor/certificate? Can they be met within the GEP?
- Of those majors that may take the minor/certificate, are there enough available unrestricted electives to complete this minor/certificate?
- Should any of the prerequisite courses be included as required in the minor/certificate's core or required electives?
- Is there any "residency" requirement? How many courses can be transfer or transient? (This is usually limited to very few to none.)
- How many courses can be shared between this minor and any degree program offered within the same department/school?

For any new or revised program proposal, please refer to Appendix 7: Primary Considerations, which includes questions to consider when developing the proposal. Appendix 9: Minor/Certificate Template provides an outline for the catalog copy and additional areas to consider as you develop the program.

New minors and certificate programs are only reviewed and approved by the University Policy and Curriculum Committee (UPCC). They do not have to be approved by the BOT or BOG.

Revised Program Proposals

When revising a program, take into consideration the following:
- Why are the revisions necessary/needed?
- Will this change impact who will enroll into this program? How? Who will be affected?
- Will the number of students who will enroll in program change? How?
- How will students currently in the program be affected?
- Will these changes improve/impact completion rates in a timely manner to meet four-year graduation goals?
- Will these changes have any impact on job outcomes?
- Are the proposed revision extensive enough to change the program's CIP code?
- Any contact information need to be updated?

Significant program revisions

Major program revisions should be considered like a new degree program, with a review of rationale, demand, need and resources as well as a review of the impact on current majors and on other academic programs. Major changes include, but are not limited to, changes to core course requirements, CIP code, foreign language requirements, required/ restricted electives (type and or number), total hours, admission, residency, graduation requirements, and GPA requirements.

For any revised program proposal, please refer to Appendix 7: Primary Considerations, which includes questions to consider when developing the proposal. Appendix 8: Degree Program Template provides an outline for the catalog copy and additional areas to consider as you revise the program.

Minor program revisions

Minor program revisions (editorial changes) include updates to contact information, grammatical changes, updating contact information, wordsmithing, revising related minor/major, and changes to the 4-year plan. These changes can usually be made with final catalog edits (just prior to publication) opposed to submitting a proposal through the curriculum processes. Please contact the COS Associate Dean regarding the timeline for review and edits to catalog copy.

Deactivate Program Proposals

Suspension

If a program is suspended, it will temporarily cease to enroll majors or admit students for a designated period of time. The length of the suspension will determine the process through which it can be reactivated. Suspensions are limited by BOG policy to no more than nine consecutive terms.

The BOG has specific requirements to suspend a degree program. This request should follow either a department- or university-initiated need to evaluate the long-term health and viability of a program -**OR-** the expressed intent to terminate the program following the successful conclusion of the teach-out plan.

Termination requests must include a teach-out plan and the BOG suspension request form, which can be requested through the Senior Associate Provost's office. This is not the process to follow if a degree program is requesting a differentiated enrollment cycle. The only two results from an approved suspension are:
1. reinstate enrollments, which will require the successful completed of an abridged new program proposal or a full program proposal depending on the length of the suspension or
2. termination.

In rare circumstances, UCF may request a BOG exception to the nine-term rule.

Inactivation

Programs that are inactivated (or deleted) are essentially removed from the university and, to be reactivated, they must be re-proposed. Reasons for inactivating a program may include the following: accreditation concerns, low student demand, lack of centrality to the university's mission, high cost, lack of sufficient faculty to offer program, change of focus of the department, or a disciplinary college no longer supports the program. Termination requests must include a

teach-out plan and the BOG suspension request form, which can be requested through the Senior Associate Provost's office.

If suspending or inactivating a program, take into account the impact on currently enrolled students. Programs (or departments/schools) will not be suspended or inactivated during the curricular year. When suspending or inactivating a program, take into consideration the impact on currently enrolled students:
- Students, if suspended:
    o For how long will the program be suspended?
    o What assurances are in place that currently enrolled students will be able to complete the program?
    o When will it be allow admission/enrollments again?
- Students, if inactivated:
    o What is the teach-out plan for currently enrolled students?
    o What program(s) (if any) will students be moved to for continuation?
- Faculty, suspended/ inactivated:
    o How will faculty resources be redistributed and/or impacted?

If it is a temporary suspension, it is reviewed and approved by the dean of the College of Undergraduate Studies and the BOG is notified of the temporary suspension. If it is a permanent inactivation/elimination, the Provost and BOT will review and approve.

To reactivate a program that has been suspended or inactivated, contact the Associate Dean in the College of Undergraduate Studies.

Other Program Considerations

Please coordinate these programs with the appropriate college personnel, usually the Associate Dean.

Establishing Online Program
If a department/school would like to create an online program from a current program, and no curriculum changes are being made, the program only needs to have the "Z code" designation (an indication of an online program) added. The program does not have to receive approval by UPCC. A new "plan" or "subplan code" must be created in PeopleSoft along with a new degree audit.

Changes to common program prerequisites and total hours (more than 120) require additional state paperwork and approval, so please discuss these proposals with the college's Associate Dean prior initiating any proposal.

To change the program CIP code, the BOG CIP Change Request Form needs to be completed. This form is available from the College of Undergraduate Studies.

Revising Program CIP Code
If the change to the program is to request a new CIP code, then the BOG CIP Change Request Form needs to be completed. This form is available from the College of Undergraduate Studies.

See Appendix 10: CIP Codes for important additional information.

Honors in the Major Designation
To add the Honors in the Major designation to the catalog description, first coordinate with Honors College to make them aware of the potential for increase in HiM students and to discuss any existing or additional application criteria. Within the catalog description, outline the Honors in the Major admission requirements as well as any additional application requirements by the program. If the program does not have its own criteria for HiM, the Honors College has boilerplate language to be utilized in the catalog.

Program Differentiated Admission Cycle

Board of Governors' policy does not allow programs to be placed in an "Inactive" status, thus academic programs that require a differentiated enrollment cycle in order to evaluate its health and viability must receive university approval. The approval is effective for a maximum of nine consecutive terms, after which a program must either re-apply for differentiated enrollment status or default to admitting students each semester. Differentiated enrollment requests are limited to undergraduate degree programs, not minors nor certificates.

A department can request one of three options:
- Admit new students once each academic year
- Admit new students once every other academic year
- Admit new students once every three academic years

Fee Proposals

Equipment and Facility Fee Proposal

Policy

The purpose of the Equipment and Facility Fee (E&F Fee) is to provide authorized high-cost programs with additional revenue for student-focused instructional equipment, materials, and facilities that benefit 75% or more of students in the major or program have uses across multiple courses, and be of predominant (75%) use for instruction. Requests that will benefit all students in a given major or program, through expenditures of direct use in required courses, to fulfill degree requirements, or which will benefit a majority of students in the relevant program, are more likely to be approved. The E&F fee differs from a Materials and Supply Fee, charged to students enrolled in a specific course, and for items "that are consumed in the course of the student's instructional activities" (1009.24 {14} {i}).

See Appendix 12: Equipment and Facilities Fee Policy and Procedure Guidelines

Equipment and Facility Fee Requests

Equipment and Facility (E&F) fee requests require documentation that identifies the specific equipment that will be purchased and/or maintained with the fee. Each proposal for a new or increased E&F Fee must include the following:

- A justification for the imposition of fee for students enrolled in the specified program
- Explanation of how expenditures will support student-learning outcomes.
- Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Materials and Supplies fees, explain why students must pay course fees as well as an E&F Fee.
- Detailed proposed budget information indicating project annual expenditures by category and line item
- Indication of which students will be charged (i.e. will pending and fully admitted students be charged?)

Proposals for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC.

There are restrictions on how the fee can be used. Please refer to the policy and procedures (above) for examples of allowable costs. If you have any questions about completing an E&F proposal, please contact Teresa Dorman or Seresa Cruz. Please refer to the full proposal for more details.

Authorities at each level may approve, reject, or refer to originator for corrections. The provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority, including for any exceptions to policy.

The maximum Equipment and Facility fee that can be requested is for $90 per full-time student per term (part-time students are charged half of the full-time rate).

Material and Supplies Fee Proposal

The BOG statute permitting Materials and Supplies Fees (M&S Fees) specifies that these fees are "to offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, excluding the cost of equipment replacement, repairs, or maintenance." (1009.24 {14}{i}). They are established for specific courses, rather than degree programs, and they are to supplement the instructional resources allocated by the university.

See Appendix 13: Materials and Supplies Fee Policy and Procedure Guidelines

Materials and Supplies Fee Requests

Materials and Supplies (M&S) fee requests require documentation that identifies the specific materials and/or supplies that will be purchased with the fee. All materials or supplies the fee is used to purchase must be consumed or completely used by the course during the semester the fee is collected. There are some exceptions for quantity purchases and there are restrictions on how the fee can be used.

Proposals for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC.

There are restrictions on how the fee can be used. Please refer to the policy and procedures (above) for examples of allowable costs. If you have any questions about completing an M&S proposal, please contact Teresa Dorman or Seresa Cruz. Please refer to the full proposal for more details.

Authorities at each level may approve, reject, or refer to originator for corrections. The provost, at the recommendation of the Vice Provost for Teaching and Learning, is the approving authority, including for any exceptions to policy.

The maximum Materials and Supplies fee that can be requested is for $70 per full-time student per course (part-time students are charged half of the full-time rate).

Appendix 1: UCRC Policy and Procedures

UCF Faculty Senate- Undergraduate Course Review Committee (UCRC)
https://facultysenate.ucf.edu/committees/undergraduate-course-review-committee/
https://provost.ucf.edu/faculty/curriculum-committees/ucrc/

See: UCRC Policy and Procedures:
https://provost.ucf.edu/wp-content/uploads/sites/2/2021/04/UCRC-Policy-and-Procedures-1.pdf
Policy document, in full, is available below.

Undergraduate Course Review Committee (UCRC) Responsibilities, Procedures, & Policies Manual for New, Revised, or Deleted Courses
Policies and Procedures – Fall 2019 (r.05.03.2013)

Note: The UCRC Manual was last updated in 2013.

Overview

The Undergraduate Course Review Committee (UCRC) is a subcommittee of the Undergraduate Council, which is a committee of the UCF Faculty Senate. UCRC has the responsibility to review all undergraduate course additions, revisions, or deletions, and special topics course requests, and to make recommendations on the allocation of the Materials and Supply Fee to the Vice Provost and Dean of Undergraduate Studies. This document provides guidance to Colleges for submitting requests for new, revised, or deleted courses and Material and Supplies Fees to UCRC.

I. Operations of UCRC

Composition:

The composition of the committee is specified by the Faculty Senate Constitution (Bylaws, VII, A. 2. b). If a representative cannot attend, another faculty may attend. It is the responsibility of the representative to notify the UCRC Assistant at ucrc@ucf.edu in writing if a member cannot attend and who their proxy is (for more information on the policy for proxy, see Faculty Senate Constitution section VII). The current list of members may be accessed at undergraduatestudies.ucf.edu/faculty/ucrc/members .

UCRC General Policies:

1. Generally, regularly scheduled meetings fall on the first Tuesday of every month. This may vary based on scheduled holidays or similar considerations for optimal scheduling. One additional special meeting is held in mid-November to hear Materials and Supplies Fees requests.
2. All course changes are to be entered into the Course Database (as a "course action request") and must be approved at the College level by the published submission deadlines before they can be considered at UCRC.
3. Possible duplications and conflicts with other departments or colleges must be discussed with the appropriate parties prior to submission to UCRC. Documentation of these discussions between affected parties should be noted in the course action request. Failure by the proponent to initiate discussions in cases of obvious conflict may result in the tabling of the proposal by UCRC.
4. Agendas are distributed to committee members 5 working days before the upcoming meeting. Agenda submission deadlines are calculated to fall on the Friday before the Tuesday occurring two weeks in advance of the upcoming meeting; please check the schedule for specific submission guidelines at undergraduatestudies.ucf.edu/faculty/ucrc/ucrc_schedule.php. Materials and Supplies Fees requests have a deadline at the end of October.
5. Representatives for any course action request to be presented at the meeting should attend the concordant UCRC meeting in order to respond to any questions.
6. UCRC recommendations are subject to approval by the Dean of Undergraduate Studies and the Provost.
7. Approved course action requests are forwarded by the Associate Dean of Undergraduate Studies to the State Common Numbering System (SCNS), which assigns a course number, if appropriate, and updates the state course catalog. SCNS may not approve certain course additions or revisions, or may return requests for further revision.
8. The Office of Undergraduate Studies will notify the colleges of these Procedures for New, Revised, and Deleted Courses and Materials & Supplies Fees at the beginning of each Fall semester.

II. Course Action Requests

Overview

Undergraduate courses in the UCF catalog of courses are added, revised, or deleted via a Course Action Request (CAR). CARs are entered into the Course Database at the College level (although some Colleges may have policies that the Department offering the course performs the data entry). Upon approval at the College level, the appropriate College approver marks a CAR as College approved; this action simultaneously submits the CAR to UCRC, and in the normal course of events, the CAR will appear at the next scheduled UCRC meeting, provided it was submitted prior to the published submission deadline.

Deadlines and Effective Dates

All course action requests must be submitted at or before the January UCRC meeting in order to be effective for the upcoming catalog year. Fully approved course action requests become effective on May 1 of the upcoming catalog year for the Summer semester. Note that approval by the State is required; in rare cases State approval may be delayed, which in turn may impact the effective date and whether a new course or a revision to an existing course is published in the Undergraduate Catalog.

All Materials & Supplies Fees requests are heard at the mid-November meeting of UCRC. There is a separate deadline for submitting Materials & Supplies Fees requests. Consult the published UCRC schedule.

With the exception of Materials & Supplies Fees requests, all fully approved course action requests become effective on May 1 of the upcoming catalog year for the Summer semester (for example, fully approved CARs submitted from mid Spring 2013 until January 2014 become effective on May 1, 2014 for the 2014-2015 catalog year, assuming timely approval by the State). New and revised Materials & Supplies Fees are published in the same catalog, but are implemented and collected beginning the Fall semester of that year.

Course Action Requests

Course Action Requests are required to effect any change to a course, including:

A. New Courses

To request a new permanent course, complete a New Course CAR. New courses obtain a permanent number from SCNS; Colleges/Departments may request a specific prefix and level (first digit), but ultimately SCNS determines the prefix and number (last three digits). In some cases, it may be necessary to document why an upper level number is appropriate.

New Course CARs must have a syllabus attached. Additionally, the Books/Texts, Objectives/Outcomes, and Topics fields must be filled in.

Colleges and Departments should list those prerequisites they determine are necessary for student success. Appropriate prerequisites are the primary method by which to document that a course is upper level.

A new course approved by UCRC may be offered as a special topics course in subsequent semesters until the new course becomes effective on May 1 of the upcoming catalog year. The special topics course will have the generic special topics number (usually 3930 or 4932 with the requested prefix) and the title and abbreviation will be prefixed by "ST:".

B. Special Topics Courses

A Special Topics course is a course intended to gauge student interest in the topic, to accommodate faculty specialties, or for other reasons. A Special Topics course may only be offered twice (four times for Honors Special Topics); requests for renewals are handled like new requests, but must be accompanied by justification for why the course is not being made permanent.

Special Topics courses do not receive a permanent number. All undergraduate special topics courses receive the requested prefix and one of the numbers 3930 or 4932. The title and abbreviation of a special topics course are always prefixed by "ST:".

C. Course Revisions

Course revision CARs are completed to revise any aspect of an existing permanent course. Substantial changes may initiate a prefix/number change by SCNS. Requested changes in the level of the course (from lower to upper or upper to lower) should be documented by the published prerequisites and/or course description.

Substantial changes must be accompanied by a current syllabus.

In general, offering the revised course as a special topics course prior to the effective date, while possible in limited circumstances with appropriate justification, is strongly discouraged. Colleges and departments should be mindful of deadlines.

The Common Program Oversight Committee (CPOC) must approve all revisions to courses listed in the General Education Program (GEP) before they appear at UCRC. Colleges should consult with the Associate Dean of Undergraduate Studies regarding such courses well in advance of UCRC submission deadlines.

D. Course Deletions

Course deletions are processed by Delete Course CARs. In some cases, deleting a course necessitates changing prerequisites of other courses, or editing a degree program that lists the course. Delete Course CARs with these characteristics will not be put on a UCRC agenda until the corresponding actions are taken: any course having the deleted course as a prerequisite must have a Revise Course CAR submitted before or simultaneously, and any degree program, minor, or certificate listing the deleted course must be edited and approved at UPCC.

E. Course Continuations

The State Board of Education Rule 6A-10.0331 mandates that courses not taught for five years either be deleted from the catalog or be reviewed in the same manner that the institution reviews new courses. At UCF, this review is called a Course Continuation. Each year, the Associate Dean of Undergraduate Studies will prepare and distribute to Colleges a report of undergraduate courses that have not been offered in the previous five-year period. Colleges are required to either (1) delete such courses via a Delete Course CAR; (2) submit a Course Continuation CAR outlining plans to offer the course in the next five years; or (3) if the course needs revision, submit a Revise Course CAR and outline plans to offer the course in the next five years.

F. New & Revised Materials & Supplies Fees

Requests for new and revised Materials and Supplies Fees are heard at the mid-November meeting of UCRC. Colleges must submit requests for Materials and Supplies Fees via the "M&S Fee" tab in the Course Database by the published deadline. Materials and Supplies Fees are authorized by the Board of Governors for "… items which are consumed in the course of the student's instructional activities, excluding the cost of equipment and equipment repairs and maintenance" (BOG 7.003 (10)). The Provost has capped Materials and Supplies Fees for a course at $70; ordinary printing paper is not approved, nor are expenditures for tests and syllabi.

The hard copy form "Materials and Supply Fee Request" available at undergraduatestudies.ucf.edu/faculty/forms.php is for the Colleges' convenience only. Itemized details must be entered in the Course Database. Best practices are to take the itemized details from actual documented expenditures.

M&S Fees undergo a five-year review. The Associate Dean of Undergraduate Studies will prepare and distribute to Colleges a report of M&S Fees requiring review in a given year. Colleges may revise, leave intact, or delete the M&S Fee altogether.

New and revised M&S Fees are published in the upcoming catalog on May 1 of the given year, but by UCF policy implementation and collection of new and revised fees starts with the Fall semester.

Resources and Style Guide:

1. Prefixes/Numbers: Colleges may suggest the prefix and last three digits of the course number, and may specify the first digit of the course number. Colleges should consult the SCNS taxonomy at scns.fldoe.org/scns/public/pb_inst_dtl.jsp to determine an appropriate prefix and last three digits. The first digit is the level indicator: 1 and 2 denote lower level courses generally taken by freshmen and sophomores, 3 and 4 denote upper level courses generally taken by juniors and seniors.

    The State generally respects level requests, but care should be taken to justify why a particular course should be upper level. Appropriate prerequisites are the best indicators of the level of the course.

    The State will take suggestions on prefix/last three digits into account, but the state content expert and/or discipline committee ultimately has freedom to assign prefix/last three digits. In particular, the prefix is based on the discipline taxonomy, and not on the department offering the course.

    Common practice has been not to suggest the last three digits: it is perfectly acceptable to enter a course action request for new (and in some cases, revised) courses with the suggested prefix and level, and undetermined last three digits: for example, ENC 4XXX.

2. Title, Description, Prerequisites:
    a. There is currently no character limit for the title of a course, but it is good practice to be relatively brief. Generally speaking, the title should not contain any abbreviations (except for discipline appropriate abbreviations).
    b. The course description is limited to 25 words; this usually means the description has odd sentence structure and odd punctuation. The 25-word limit excludes grading basis, repeatability, and term of-offering statements.
    c. Care should be exercised in the prerequisite statement to ensure the logic is as intended. In particular, it should be clear that a comma is intended as either "and" or "or", and where it is not clear, the appropriate word should be used. In some cases, parenthesized expressions are acceptable if necessary to clarify the intent of a prerequisite statement.

3. Style guide:
    a. The title and 30-character abbreviation of Honors courses must start with the word "Honors".
    b. For "Consent of Instructor", use "C.I." (and not "CI")
    c. When consent of the Burnett Honors College is required (particularly for Honors courses), use "Consent of Honors" in the prerequisite statement.
    d. For Honors courses, when using the phrase "With Honors content" or something similar, be sure Honors is capitalized.
    e. When specifying a grade requirement in the prerequisite statement, use a phrase similar to "…with a "C" (2.0) or better". In particular, put the grade in quotation marks, and the corresponding grade point in parenthesis.
    f. In the 30-character abbreviation, do not use periods after abbreviations.

Appendix 2: UPCC Policy and Procedures

UCF Faculty Senate- Undergraduate Policy and Curriculum Committee (UPCC)
https://facultysenate.ucf.edu/committees/undergraduate-policy-and-curriculum-committee/
https://provost.ucf.edu/faculty/curriculum-committees/upcc/
> See: UPCC Policy and Procedures Manual
> https://provost.ucf.edu/wp-content/uploads/sites/2/2021/04/UPCC-Policy-and-Procedures-Manual.pdf
> Policy document, in full, is available below.

Undergraduate Policy & Curriculum Committee (UPCC) Responsibilities, Procedures, & Policies Manual for New, Modified, or Deleted Programs Overview

> Note: The UPCC Manual was last updated in 2012.

Policies and Procedures – Fall 2019 (r.10.03.2012)

Overview

In the spirit of faculty governance, it is the responsibility of the Undergraduate Policy and Curriculum Committee (UPCC) to review and recommend proposals for the creation, modification, and deletion of degree programs, tracks, specializations, concentrations, minors, and certificate programs. It is the responsibility of the Undergraduate Course Review Committee (UCRC), a subcommittee of UPCC, to review proposals for new courses, special topics, course revisions and deletions. This document clarifies the process for development and approval of programs, tracks, modules, certificate programs and white papers by the colleges. At the beginning of each fall semester, the Office of Undergraduate Studies (Millican Hall 210) will notify the colleges of policy and curriculum approval procedures for new programs and program modifications, and will provide guidance and support as needed.

The Undergraduate Policy and Curriculum Committee reviews and makes recommendations concerning the following:

- New undergraduate degree program proposals (degrees, tracks, certificates)
- Changes to existing programs and degrees including, but not limited to:
  - TRACKS, SPECIALIZATIONS, CONCENTRATIONS, MINORS, AND CERTIFICATE PROGRAMS - The addition of a track, specialization, concentration, minor, Honors in the Major, or certificate program to an existing degree program.
  - REQUIRED COURSE WORK - Any change in the courses and number of hours required to complete the major program.
  - DEGREE PROGRAM LENGTH - Any change in the total hours required to complete the program (including electives). Under normal circumstances, if the change causes the degree program to exceed the maximum approved hours, typically 120 hours, the change will require State approval.
  - COMMON PROGRAM PREREQUISITES - Any change to the specified common prerequisites. All programs must be in compliance with the current listing of approved Common Prerequisites in the Common Prerequisite manual at http://www.flvc.org. Suggested changes must be submitted through the Office of Undergraduate Studies to the Academic and Student Affairs Office of the Board of Governors and considered by the Common Prerequisite Discipline Committee and approved for all programs in the State. Questions about this process should be directed to Undergraduate Studies.
  - REVISION OF NON-COURSE REQUIREMENTS - Any change that influences a student's ability to access the program or to successfully complete the program such as a change in required GPA, admission requirements, requirements to continue in the program, exit requirements, graduation requirements, language requirements, departmental residency, or other restrictions.
  - REVISIONS THAT FIT NONE OF THE ABOVE - If there is a change that fits none of the above but whose exclusion from the next undergraduate catalog would affect students, please procure the opinion of the

UPCC Chair or the Dean of Undergraduate Studies about the rationale for change PRIOR to submitting it to the UPCC.

- Deletion of undergraduate degree program proposals (degrees, tracks, minors, and certificates)

The UPCC is also a forum for informing colleges of changes within programs, departments, schools, etc. that may not require UPCC approval. Such changes may include, but not be limited to, program or department name changes.

I. Operations of UPCC

Composition:

The composition of the committee is specified by the Faculty Senate Constitution (section VII, A. I. b) If a representative cannot attend, another faculty may attend. It is the responsibility of the representative to notify the UPCC Assistant at upcc@ucf.edu if a member cannot attend and who their proxy is (for more information on the policy for proxy, see Faculty Senate Constitution section VIII). The current list of members may be accessed at: undergrad.ucf.edu/faculty/upcc/members.

In addition, the UPCC has an Executive Subcommittee comprised of the Dean and Associate Dean of Undergraduate Studies, Chair and Vice Chair of UPCC, and the UPCC Assistant. This Subcommittee reviews the agenda and items to determine which items may be approved that do not require the full committee's time.

UPCC Timeline:

1. Generally, regularly scheduled meetings fall on the second Tuesday of every month. This may vary based on scheduled holidays or similar considerations for optimal scheduling.
2. All program changes should be made in the ODAP system and submitted along with the memo of rationale to the UPCC level by the submission deadline in order for the submission to be placed on the upcoming agenda. A signed Program Approval Form for each program should be sent to the UPCC Assistant either by inter-campus mail or hand delivery at least one week before the UPCC meeting.
3. Possible duplications and conflicts with other departments or colleges must be discussed with the appropriate parties prior to submission to UPCC. Documentation of these discussions between affected parties should be included in the memo of rationale that is uploaded in ODAP for submission to the UPCC. Failure by the proponent to initiate discussions in cases of obvious conflict may result in the tabling of the proposal by the UPCC.
4. Agendas, which include said proposals, are distributed to committee members 5 working days before the next meeting. Agenda submission deadlines are calculated to fall on the next Thursday by 5 PM after the regularly scheduled second Tuesday meeting or 7 working days; please check the schedule for specific submission guidelines at undergrad.ucf.edu/faculty/upccschedule.php .
5. Representatives, for any proposal to be presented at the meeting, should attend the concordant UPCC meeting in order to respond to any questions.
6. UPCC recommendations will be forwarded to the Dean of Undergraduate Studies to facilitate the Provost's final review and approval.
7. After proposals are approved by the appropriate university administrative officers, they will be circulated by the Office of Undergraduate Studies to Academic Services, Faculty Senate, the initiating department and college, the Associate Registrar, Registrar, Institutional Research, and Information, Analysis & Assessment. The approved curriculum will appear as submitted in the catalog.
8. The Office of Undergraduate Studies will notify the colleges of these Policy and Curriculum Procedures for New Programs and Program Modifications at the beginning of each fall semester.

II. Degree Program Modifications:

Policies for Program Modifications

Degree program modifications (including new tracks, specializations, concentrations, minors, and certificate programs) will be submitted to the UPCC. The UPCC will review any degree program change that meets one or more of the conditions outlined in the Overview.

Please see section VII for more information on how to submit degree modifications to the UPCC.

III. Program Deletions:

Policies for Program Deletions

Program deletions will be submitted to the UPCC utilizing the UPCC Program Recommendation Form (found at the UPCC web page on the Undergraduate Studies web site). The committee will review any programs, tracks, specializations, concentrations, minors, and certificate programs that are recommended for deletion in order to ascertain the impact of such an action upon the undergraduate curriculum and any students currently in the program.

A proposal to delete an undergraduate program should be made to the UPCC after prior consideration by the unit, the college, and UCF Undergraduate Studies. Reasons for deletion of a program could include accreditation concerns, low student demand, lack of centrality to the university's mission, high cost, lack of sufficient faculty to offer the program, or a change of focus of the department or college that no longer supports the program. The Provost will recommend to the Board of Trustees the deletion of a program from the degree program inventory when sufficient reasons warrant this action. Please see section VII for more information on how to submit deletions to the UPCC.

IV. New Degree Programs

Policies for New Degree Program Proposals

Proposals for new degree programs must follow the established Florida Board of Governors' process. The development of new degree proposals proceeds once the new program is listed on the master plan for the university. The process for having a program listed on the master plan is to prepare a white paper and submit it to the department and college for approval. Usually, requests for white papers will be made every five (5) years by the Provost to the college deans. The white paper must provide the following information about a proposed new degree program:

- Focus of the program
- Possible other programs that may be developed, such as tracks in this program or undergraduate certificates
- Target audience
- Student demand, including three (3) year projections of student headcount
- Student outcomes, including possible careers for students
- Proposed implementation date
- New faculty, equipment, or undergraduate student support needs—in general terms

For establishment of a new degree program, see the Office of the Provost at http://provost.ucf.edu/.

For information on how to format new degree proposals please visit http://undergrad.ucf.edu/faculty/forms.php. and download the BOG New Degree Program Proposal Format pdf.

Please see section VII for more information on how to submit new degree proposals to the UPCC.

V. New Courses
Policies for New Courses
Any new courses included in a new program must be submitted to, and approved by, the Undergraduate Course Review Committee (UCRC), administered by the Office of Academic Services. Programs of study, tracks, specializations, concentrations, minors, and certificate programs will not be given final approval until all courses in those programs have been approved by the UCRC. For more information, please contact the Associate Dean of Undergraduate Studies or the Chair of UCRC.

VI. Equipment Fees
Policies for Equipment Fees
Under the rules of the Board of Trustees for the University of Central Florida, students may be assessed an Equipment Fee to cover the cost of using and replacing equipment. Unlike the Materials and Supplies Fee which is associated with a course, the Equipment Fee is levied against all students in a major or program, and must be used for the purchase, maintenance, and repair of equipment used by students in that degree program.

The request must be approved by the college and submitted to the University Policy and Curriculum Committee by the published deadline. The fee becomes effective in the Fall semester following the Provost's approval. Departments must maintain detailed accounting of all expenditures and report them to the Dean of Undergraduate Studies on July 1 of each year. The equipment and facility fee amount may not exceed $90.

Submission to the UPCC
Fill out the Undergraduate Equipment Fee Request Form which can be found at undergrad.ucf.edu/faculty/forms.php. The original form should be sent, along with a memo of rationale from the college, to the UPCC Assistant by the given deadline.

VII. General Procedures for Program Approvals
Proposal Submission Procedures for New or Existing Programs
Please utilize the following instructions for generating a UPCC proposal to change or create, or a program. A proposal comprises two parts: submitting program changes in ODAP, and submitting a fully signed hard copy of the Program Recommendation Form. For support with proposals, please contact the UPCC Assistant at 407-823-2373 or email upcc@ucf.edu .

> Note: UPCC has not updated this section of their policy/ procedures document to align with Kuali. Please refer to the Kuali Guide for steps regarding program approvals.

Part One – Submitting the Program in ODAP
- Log into ODAP with your username and password at the College level, select "edit programs."
- Locate the program that is being changed.
- Click on the program name. Enter any changes and additions, or make deletions from the program.
- When ready to submit, locate the group of tabs at the top of the ODAP screen. Click the "submit" tab.
- Download the memorandum form utilizing Microsoft Word from the link on the submission page.
- Fill in the required fields (rationale, itemized list of changes).
- Add additional documentation into the file (see requested materials from template).
- Save the memo to your desktop (or other suitable location) as "*Program Name* Memo."
- Click the "choose file" button on the submission page, locate the memo document and click "upload."
- Once the memo has uploaded, you may click the "submit" button and it will be moved to the UPCC level.

Part Two - Submission of Program Approval Form
- Proposals must carry approval signatures from the appropriate administrative officers on the Program Approval Form. Only appropriate associate deans may sign approval for the college. The original form should be sent with signatures to the UPCC Assistant in the Office of Undergraduate Studies in Millican Hall 218.

- The Program Recommendation Form can be accessed at undergrad.ucf.edu/faculty/forms.php.
- Any significant change in a proposal after submission to UPCC requires each individual or group (e.g., dean or committee) that previously approved the proposal to re-approve the change and initial the Program Approval Form.
- For inclusion in the next catalog, proposals must be approved by UPCC no later than January of the year in which the catalog will appear (e.g. January 2013 for the 2013-14 catalog).

Proposal Submission Procedures for Deletion of Programs
- A memo of rationale for deletion, and a teach-out plan should be submitted via email to the UPCC Assistant at upcc@ucf.edu. The templates for both may be found here: http://undergrad.ucf.edu/faculty/forms.php.
- A signed copy of the UPCC Program Recommendation Form should be sent via inter-campus mail to the UPCC Assistant in Millican Hall 218.
- No changes or submission of the program should be made in ODAP. Submitting a program flags it to be printed in the upcoming undergraduate catalog. Since the program is being deleted from the catalog, it should not be submitted forward.

Appendix 3: Curricular Facilitation at UCF

UCF is an emerging preeminent research university in Florida and one of the largest universities in the U.S. We're not just bigger — we're one of the best universities for quality, access, impact and value. U.S. News & World Report has named UCF one of the nation's most innovative colleges, while both Kiplinger's and Forbes rank us a best-value university. UCF's Carnegie's classification is a Doctoral University with the "Highest Research Activity." UCF also received Carnegie's "Community Engagement" classification in the last decade. Additional details are located in the table below:

Classification	Category
Basic	Doctoral Universities: Highest Research Active
Undergraduate Instructional Program:	Professions plus arts & sciences, high graduate coexistence
Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical/ veterinary school
Enrollment Profile:	High undergraduate
Undergraduate Profile:	Four-year, medium full-time, selective, higher transfer-in
Size and Setting:	Four-year, large, primarily nonresidential

College and University Contacts

Given the size and scope of the university, curriculum issues are facilitated by a number of units and individuals. This is a summary rather than a comprehensive list, but it should serve as the starting point for questions. Please note that these are not the final approvers for curriculum proposals or initiatives. These are your first points of contact.

College of Sciences

Associate Dean, College of Sciences – Dr. Teresa Dorman
- Undergraduate Curriculum processes and procedures
- Pre-Proposals for new degree programs
- New degree program proposals
- New program tracks, new certificate programs, new courses; course and program revisions/edits
- GEP, Gordon Rule, or other university requirements
- Materials & Supplies Fees and Equipment & Facilities Fees

Facilities Scheduler, College of Sciences – Maria Williams
- Undergraduate Curriculum processes and procedures
- Curriculum Management System (Kuali) support
- Undergraduate Curriculum & Standards Committee schedule, deadlines, minutes, and processes

University

Sr. Associate Provost for Academic Affairs – Dr. Tim Letzring
- New degree program proposals [after pre-proposals are approved]
- Materials & Supplies Fees and Equipment & Facility Fees [undergraduate level]
- Institutional Liaison for State Course Numbering System (SCNS)
- Institutional contact for FloridaShines [transient requests]
- Academic Services team [undergraduate degree audits, transfer credit evaluation, Pegasus Path degree plans]
- Pre-Proposals for new degree programs [both graduate and undergraduate]
- BOT review of new degree programs [both graduate and undergraduate]
- State liaison for requests to add or delete CIP Codes
- All curricular focused notifications to BOT and/or BOG
- Undergraduate Catalog content

Dean, Undergraduate Studies – Dr. Theodorea Regina Berry
- IE Assessment for GEP
- GEP, Gordon Rule, or other university requirements [including civic literacy requirement]

Assistant Dean, Undergraduate Studies – Dr. Harrison Oonge
- Articulation agreements/2+2 programs (for more information about Articulation Agreements, see Appendix 14)
- Curriculum alignment initiatives [UCF and DirectConnect partners]
- Degree maps for transfer students
- Pegasus Path implementation

Assistant Dean, Undergraduate Studies – Dr. Kimberly Schneider
- High-Impact Practice (HIP) course/section designation requests: Research Intensive (RI), Integrative Experience (IE), and Service Learning (SL)

UPCC/UCRC Assistant – Danielle Hutson
- Adding or changing users in the Curriculum Management System
- Questions about the Curriculum Management System
- UCRC/UPCC schedule, deadlines, minutes, and processes
- New courses status with State Course Numbering System

Associate Dean, Graduate Studies – Dr. Devon Jensen
- Graduate Curriculum Committee processes or procedures
- New program tracks, new certificate programs, new courses; course and program revisions/edits
- Materials & Supplies Fees and Equipment & Facility Fees [graduate level]
- Questions about the Curriculum Management System – graduate proposals

Executive Director, Academic Program Quality – Heidi Watt
- Inactivating degree or graduate certificate programs (plan-level inactivations only)
- Substantially increasing or decreasing total credit hours required by a program
- Establishing a new (not approved) instructional location (domestic or international) for course or program delivery
- Proposing dual or joint degree programs
- Contracting with an external entity to deliver UCF courses or programs
- Developing competency-based education or other programming that deviates from the standard credit hour definition or credit transfer process
- Awarding credit for prior learning or other external experiences not currently covered by UCF policy or regulation (e.g., micro-credentials issued by external entity)

State University System (SUS) of Florida/ Florida Board of Governors (BOG) Contacts

Website: http://www.flbog.edu/

System Strategic Plan: https://www.flbog.edu/board/strategic-plan/

Board of Governors Academic and Student Affairs:
https://www.flbog.edu/session/academic-and-student-affairs-committee-nnkpokly/

Board of Governors Budget and Finance Committee:
https://www.flbog.edu/session/budget-and-finance-committee-meeting-xnovv2l2/

Board of Governors Strategic Planning Committee:
https://www.flbog.edu/session/strategic-planning-committee-qlv51ynk/

Board of Governors Two + Two Articulation Committee:
https://www.flbog.edu/session/two-two-articulation-committee-klwm9ble/

Appendix 4: COS Agenda Considerations

The College of Sciences Undergraduate Curriculum and Standards (UC&S) committee presents an agenda that consists of both consent and action items. Consent agenda items are voted on without discussion and action items are discussed prior to a vote (committee rules allow any member to remove an item from the consent agenda for discussion prior to a vote).

Inclusion on the consent agenda assumes the following:
- The proposal and all required elements are completed.
- All rationale and/or justification is provided.
- The proposal does not have impact beyond the unit (i.e. department or school) proposing the item, further assuming that any change will be managed and communicated to students through internal advising.

The COS UC&S consent agenda may include:
A. Course deletions
B. Course continuation
C. Course revisions to prerequisites or co-requisites that consist of:
- adding a course offered within the unit, department or school
- adding a basic and broadly attempted prerequisite requirement such as ENC1101 or ENC1102
- changing a minimum grade requirement (if adding or increasing, notification to affected programs is required, see "F")
- adding "or equivalent"
- updating information based on a catalog revision (e.g. was "PR: ENC1101 or biology major", now "PR: ENC1101 or biological sciences major")
D. Course revisions that include:
- small edit to course name or description for clarity
- correction of typographical error in course name or description
E. Program revisions that include:
- small edits to correct typographical errors or revise wording for clarity (but not changing intent)
- removing courses that were approved for deletion
- adding courses offered by the unit to a course list
- any updates to a four-year plan of study
F. Any of the above that involve external units where all impacted units have been informed and no concerns are reported

The consent agenda will not include:
A. New courses (permanent or special topic)
B. New degrees, tracks, specializations, concentrations, minors or certificates
C. Items that were previously tabled
D. Incomplete evidence of discussions with others when there is:
- Potential for course or program overlap or duplication
- Program or course revision that impact an external unit (see: impact report)
- Honors courses that are missing Honors College review

Appendix 5: SCNS Course Number Guide

Florida's Statewide Course Numbering System (SCNS)

Website: https://flscns.fldoe.org/default.aspx (no login account information required)
The SCNS Handbook is also found on this page.

UCF Resources to Assist with the Selection of a Course Number

The following COS faculty members serve as Discipline Coordinators (DCs) for the State Course Numbering System. They have extensive experience reviewing new course proposals from institutions across the state and are familiar with the taxonomy structure.

Dr. John Schultz – Anthropology
Dr. Seth Elsheimer – Chemistry
Dr. Emily Johnson – Digital Media
Dr. Marjorie Ceballos – Educational Administration
Dr. John Sacher – European Studies
Dr. Florin Mihai – ESL
Dr. Alice Noblin – Health Information Management
Dr. John Sacher – History
Dr. Bruce Janz – Humanities
Prof. George Bagley – Mass Communication
Dr. Heath Martin – Mathematics

Dr. Hyoung Jin Cho – Mechanical Engineering
Prof. Steven Spencer – Photography
Dr. Patrick Pabian – Physical Therapy
Dr. Doan Modianos – Psychology
Dr. Abdul-Akee Sadiq – Public Administration
Dr. Robin Kohn – Social Work
Dr. Jay Corzine – Sociology

Dr. Timothy Letzring, UCF's Institutional Contact for SCNS
Ms. Danielle Hutson, UPCC/UCRC Assistant (ucrc@ucf.edu)

Choosing the Course Prefix and Number

The prefix of a course is determined based on the content of the course. No department, school, or college "owns" any course prefix.

The following are Reserved numbers for specialized or restricted enrollment courses:
> Internships: 199R, 299R, 399R, 496R, 599R, 688R
> Senior or honors thesis: 499R
> In-service course with school districts: 589

Following are the Course Number suffixes used by UCF to designate particular types of courses:
> H: Honors Course
> L: Laboratory Course
> C: A combined Lecture and Laboratory Course

> Note: Suffixes such as "A," "B," or "C," showing course sequencing are not allowed. Instead, course sequences should be designated with separate numbers (i.e., MAC 2311 and MAC 2312) and with Arabic numerals in the title (i.e., Calculus 1 and Calculus 2).

Coure Prefix (aka: Taxonomy)

Faculty members proposing courses can select and view the taxonomies for their disciplines from the SCNS site. No login or password is required: https://flscns.fldoe.org/default.aspx . The Taxonomy of the course will determine the prefix. Select the prefix within the discipline that is most closely related to the part of the specialization area.

In this example, we'll use an Accounting course.

1. At the top of the site menu **CLICK** FIND A COURSE
2. **CLICK** FIND A STATEWIDE COURSE
3. **CLICK** on blue tab BROWSE STATEWIDE COURSE
4. **SELECT** DISCIPLINE from the drop-down
   (Prefix and Number Range should default "ALL")
5. **CLICK** SEARCH

This will bring you the Statewide taxonomy that lists any associated prefixes to the discipline. Using the example of "Accounting", we find that there are four specialization areas designated with their own prefixes: ACG, ACO, APA and TAX:

Expand ACG prefix by **CLICKING** on the blue arrow and that will list the centuries.

Expand PRINCIPLES OF ACCOUNTING by again **CLICKING** on the blue arrow to see the decades in each century.

Faculty members proposing courses can identify an appropriate course number by accessing the SCNS site. No login or password is required: https://flscns.fldoe.org/default.aspx. The Course Number will determine the level, discipline and sub-discipline area of study. Select the course number that is appropriate for the proposed course.

In this example, we'll use a Mass Communication, JOU course.
1. At the top of the site menu **CLICK** FIND A COURSE
2. **CLICK** FIND A STATEWIDE COURSE
3. **CLICK** on blue tab BROWSE STATEWIDE COURSE
4. **SELECT** DISCIPLINE from the drop-down
5. **SELECT** PREFIX from the drop-down
    (Number Range should default "ALL")
6. **CLICK** SEARCH

First Digit: Level

The selection of the first of the four digits that will constitute the course number is determined by the level of the course. The state requires the following codes for course levels:

A level code, which roughly corresponds to pre-college work or the year in college the course is normally taken (i.e., freshman, sophomore, etc.), is placed between the course prefix and the course number. The level is recommended by the institution according to its own policies and the policies of the State of Florida, and approved by the faculty committee.

The level digit does not affect course equivalency, as course equivalency is determined by the prefix and the last three digits. The following are the level definitions:

0	PSAV, college prep, vocational prep
1–2	Lower-level undergraduate
3–4	Upper-level undergraduate
5–9	Graduate and Professional

Courses are numbered based on content, rather than by department or program. This means that a single program may have courses in several different disciplines and may consist of courses having several different prefixes.

Second Digit: Century

The state breaks each prefix into 10 centuries. For example, Journalism (JOU) is broken into the these general categories:

JOU - JOURNALISM		
>	000-099	INTRODUCTORY, ENTRY LEVEL COURSES - BROAD DISCIPLINE AREA
>	100-199	REPORTING
>	200-299	EDITING/LAYOUT
>	300-399	SPECIALTY JOURNALISM
>	400-499	JOURNALISM LABORATORY
>	500-599	JOURNALISM MANAGEMENT
>	600-699	PHOTO JOURNALISM
>	700-799	LAW/ETHICS OF JOURNALISM
>	800-899	TEACHING JOURNALISM
>	900-999	GENERAL MISCELLANEOUS CATEGORIES

General Miscellaneous Categories: This includes Independent Studies/Directed Readings and Other Specialized Offerings that are not automatically transferable between institutions.

Each century is broken into 10 decades to provide further specialization. Individual courses fit into the decades.

For example, JOU X1XX courses all deal with Reporting, but they can be narrowed through the change of decade. **CLICK** the blue arrow next to "100-199 REPORTINGSPECIALTY JOURNALISM":

JOU - JOURNALISM		
>	000-099	INTRODUCTORY, ENTRY LEVEL COURSES - BROAD DISCIPLINE AREA
v	100-199	REPORTING
>	100-109	REPORTING
>	110-119	REPORTING
>	120-129	DATA BASE REPORTING
>	130-139	WRITING WITH ANALYSIS
>	140-149	
>	150-159	
>	160-169	
>	170-179	
>	180-189	REPORTING URBAN AFFAIRS
>	190-199	SEMINARS

Fields with no description are not currently being used in the state of Florida for any courses.

Fourth Digit

The last course digit refines down to the specific sub-field.

For example, JOUXX8X courses deal with Reporting Urban Affairs. **CLICK** the blue arrow next to "180-189 REPORTING URBAN AFFAIRS":

>	170-179	
v	180-189	REPORTING URBAN AFFAIRS
	JOU 181	PUBLIC AFFAIRS REPORTING (U)
	JOU 182	ADVANCED URBAN AFFAIRS REPORTING (G)
	JOU 183	JUDICIAL SYSTEM REPORTING(G)
	JOU 184	METRO REPORTING (U)
	JOU 185	COVERING THE CITY I (G)
	JOU 186	COVERING THE CITY II (G)
	JOU 187	COVERING THE CITY III (G)
	JOU 188	REPORTING IN A MULTI-ETHNIC COMMUNITY (U)
>	190-199	SEMINARS

Course Description

Once the course number is identified, you can view how the course is described in general or by those institutions using the course. Continuing with the JOU example from the previous section, you can click on the detail of the course to see the description or find descriptions through a separate search.

Faculty members proposing courses can review the statewide, general description of a course or the description of a course already in use. Descriptions are found by accessing the SCNS site. No login or password is required: https://flscns.fldoe.org/default.aspx.

In this example, we'll use a History course with the discipline of "History" and the prefix WOH – World History.
1. At the top of the site menu **CLICK** FIND A COURSE
2. **CLICK** FIND A STATEWIDE COURSE
3. **CLICK** on blue tab BROWSE STATEWIDE COURSE
4. **SELECT** DISCIPLINE from the drop-down
5. **SELECT** PREFIX from the drop-down
   (Number Range should default "ALL")
6. **CLICK** SEARCH

This results in several pages of results for the different course numbers.

CLICK on WOH 044 from the first page (note: level is not included in the taxonomy). This results in "State Course Detail" tab of general information about the courses in that decade (040-049). These details include a general profile description and prerequisite information.

Institutions	**State Course Detail**

Statewide Course Detail   Browse Statewide Courses: **GO**

Discipline	037-HISTORY
Discipline Definition	HISTORY IS THE STUDY OF THE PAST, INCLUDING THE STUDY OF CHANGE AND CONTINUITY OVER TIME. THIS STUDY INCLUDES, FOR EXAMPLE, AFRICAN HISTORY, AMERICAN HISTORY, ASIAN HISTORY, EUROPEAN HISTORY, LATIN AMERICAN HISTORY, WORLD HISTORY AND GENERAL HISTORY, HISTORIOGRAPHY AND METHODOLOGIES.
Prefix	WOH-WORLD HISTORY
Prefix Definition	COURSES WITH THE "WOH" PREFIX DEAL WITH THE HISTORY OF THE WORLD AS A WHOLE, AS WELL AS WITH TOPICS OF WORLDWIDE SIGNIFICANCE. * THE 000-099 CENTURY OF THE "WOH" TAXONOMY IS SET ASIDE FOR COURSES AT THE LOWER DIVISION, UNDERGRADUATE LEVEL.
Century Title	000-099-INTRODUCTIONS AND SURVEYS, LOWER DIVISION
Decade Title	040-049-WORLD HISTORY OF THE 20TH CENTURY
StateWide Course	WOH 044-20TH CENTURY WORLD HISTORY
Status	ACTIVE
Transfer	GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.
Course Intent	UPPER
Prerequisites	NONE
Corequisites	NONE
Profile Description	HISTORY OF THE TWENTIETH CENTURY. MAJOR THEMES INCLUDE THE TWO WORLD WARS, NATIONALISM AND DECOLONIZATION, THE COLD WAR, GLOBALIZATION, AND NEW SOCIAL MOVEMENTS.

In this example, only Florida Gulf Coast University (FGCU) has an active course in that decade.

Institutions	**State Course Detail**

Institutions   15 records per page ▼

Institution	Course Number	Course Title	Course Status	Effective Date
FGCU	WOH 3044	20TH CENTURY WORLD HISTORY	ACTIVE	08/01/2006

CLICK on the details of the FGCU course.

Detail

Institution Course Detail	Browse Institution Courses: GO

Course ID	140817
Institution	FGCU - FLORIDA GULF COAST UNIVERSITY
Course Name	WOH 3044 - 20TH CENTURY WORLD HISTORY
Course Title	20TH CENTURY WORLD HISTORY
Discipline	037 - HISTORY
Prefix	WOH - WORLD HISTORY
Level	3
Statewide Course	WOH 044 20TH CENTURY WORLD HISTORY
Lab Code	
Honors Course	NO
Add Date	08/01/2006
Effective Date	08/01/2006
Discontinue Date	
Date SCNS Approved	1/24/2006
Term Type	SEMESTER
Course Credits	3
Type of Credit	COLLEGE CREDIT
Clock Hours	
Course Status	ACTIVE
General Education Core	
General Education Requirements	
Gordon Rule	NO
Gordon Rule Writing	NO
Degree Type	• BACCALAUREATE

Prerequisites	NONE
Corequisites	NONE
Course Description	HISTORY OF THE TWENTIETH CENTURY. MAJOR THEMES INCLUDE THE TWO WORLD WARS, NATIONALISM AND DECOLONIZATION, THE COLD WAR, GLOBALIZATION, AND NEW SOCIAL MOVEMENTS.
Objectives / Learning Outcome(s) / Major Topics	THE ACQUISITION OF A SENSE OF HISTORICAL CONSCIOUSNESS, AN UNDERSTANDING OF FORCES, IDEAS, EVENTS, MOVEMENTS, PERSONS, AND CREATIVE EXPRESSIONS OF THE 20TH CENTURY. STRENGTHEN STUDENT WRITING AND ANALYTICAL AND CRITICAL THINKING SKILLS
Textbook(s)	HOWARD AND LOUIS, THE OXFORD HISTORY OF THE TWENTIETH CENTURY. OXFORD UNIVERSITY PRESS. FINDLEY AND ROTHNEY, TWENTIETH CENTURY WORLD. HOUGHTON MIFFLIN J.R. MCNEILL, SOMETHING NEW UNDER THE SUN: AN ENVIRONMENTAL HISTORY OF THE TWENTIETH-CENTURY WORLD. NORTON
Transfer Status	GUARANTEED TRANSFER TO INSTITUTION OFFERING SAME COURSE.
Transaction Type	

Notice that the FGCU course includes the statement "guaranteed transfer to institution offering same course" at the bottom of the Institution Course Detail. This is an important reminder that the reason the state wants to ensure UCF's WOH 3044 or WOH 4044 is demonstrably similar to FGCU's course is that each institution would be required to automatically accept the other's course for transfer credit. Therefore, the content should be very similar. This is determined by course description, learning outcomes and major topics, credit hours, prerequisites, and readings. Recall that the level is important in a transfer credit decision but not a course numbering decision.

Appendix 6: Course Academic Organizations (AcadOrg)

Academic Organizations (AcadOrg) are the departments that are associated with each of the colleges. The following AcadOrg list was provided by Institutional Knowledge Management (IKM) and shows those within PeopleSoft as of fall 2020. List retained within Pegasus Mine Portal SAS Stored Processes: Acad Org Codes

ACADORG	Description
ACCOUNTING	Accounting
ANTHRO	Anthropology
ART	Art
ATHL TRNG	Athletic Training
BCBS	Biomedical Sciences
BIOLOGY	Biology
CCIE	College of Cmty Innov & Educ
CHEMISTRY	Chemistry
CIVIL	Civil, Environ, & Constr Engr
COMM DIS	Comm Sci & Disorders, Schl of
COMMD	M.D. Program
COMP SCI	Computer Science
CORE	Engineering Core
CRIM JUST	Criminal Justice
CSLEDSCPSY	Counslr Educ & Schl Psychology
DEAN BUSAD	Dean's Office CBA
DEANBCBS	Director's Office BSBS
DEANCAH	Dean's Office CAH
DEANCCIE	Dean's Office CCIE
DEANCOS	Dean's Office COS
DEANEDUC	Dean's Office EDUC
DEANENG	Dean's Office ENGR
DEANGRDST	Dean's Office GRDST
DEANHSPMG	Dean's Office HSPMG
DEANUGST	Dean's Office UGST
ECE	Electrical & Computer Engr
ECONOMICS	Economics
ED CHFAMCS	ED Child, Family & Comm Sci
ED HUMSCI	Educational & Human Sciences
ED RSTECLD	ED Rsrch, Tech & Ldrshp
ED STLL	Teach Learn & Ldrshp, Schl of
EDLDRHED	Ed Ldrshp & Higher Education
EDUC STDS	Educational Studies
ELEC-ENGR	Electrical Engineering
ELI	English Language Institute
ENGLISH	English
FIEA	FL Interactv Entertainmnt Acad
FINANCE	Finance
FOOD-LODG	Food Svcs & Lodging Mgmt
FOR LANG	Modern Languages
HEALTHSERV	Health Services Admin
HIM	Health Info Mgmt

ACADORG	Description
HISTORY	History
HLTH PROF	Health Professions
HLTH SCI	Health Sciences
HLTHMGTINF	Health Mgmt & Informatics
HONORS	BHC Honors
HOSP MANG	Hospitality Operations
HSP SERV	Hospitality Services
IEMS	Industrial Engr & Mgmt Sys
INTG BUS	Integrated Business
JUDAIC STS	Judaic Studies
KNSLGY-PT	Kinesiology&Phys Thpy, Schl of
LATINAMER	Latin American Studies
LEGAL ST	Legal Studies Department
LIBERAL ST	Office of Interdisc Studies
LRNEDRSCH	Learning Sci & Educ Research
MANAGEMENT	Management
MARKETING	Marketing
MATH	Mathematics
MECH/AERO	Mechanical & Aerospace Engr
MICRO	Molecular Biology & Micro
MIS	Mgmt Info Systems
MSE	Materials Sci & Engineering
MUSIC	Music
NANOTCHCTR	Nanoscience Technology Center
NURS PRAC	Nursing Practice
NURS SYST	Nursing Systems
NURSING	Nursing
OPTICS	Optics and Photonics
PHILOSOPHY	Philosophy
PHYSICS	Physics
POL SCI	Pol, Scty & Intl Afrs, Schl of
PSYCHOLOGY	Psychology
PT	Physical Therapy
PUB ADM	Public Administration, Schl of
PUB AFF	Public Affairs PhD
RADSCI	Radiological Sciences
ROTCAIRFOR	Air Force ROTC
ROTCARMY	Army ROTC
SMST	Mod, Simulation,&Tng, Schl of
SOC WORK	Social Work, Schl of
SOCIOLOGY	Sociology
SPRTBUSMGT	DeVos Sport Bus Mgmt

ACADORG	Description
STATISTICS	Statistics & Data Science
TCHLRNPRIN	Teaching & Learning Principles
TCHREDUC	Teacher Education, Schl of
TECHNOLOGY	Engineering Technology
THEATRE	Theatre
TOURATTEVT	Tourism, Events and Attraction
UGST	College of Undergrad Studies
VALENCIA	Valencia CC Remedial
VISARTDES	Visual Arts & Design, Schl of
WOMENS ST	Womens Studies
WRITE RHET	Writing and Rhetoric

Appendix 7: Primary Considerations for any Proposal

The below was developed to help you think through the different areas and facets that should be taken into consideration as you develop your program proposal.

All items should be taken into consideration if developing a new degree program. For other sorts of proposals (i.e. revisions or a new track, specialization, concentration, minor or certificate), only aspects of the below may be relevant.

1. **Rationale**
   a. What is gained by providing this program? What is the value added?
   b. What are the educational, research, and professional objectives of the program?
   c. How does this degree support the university's missions? The university's strategic plan?
   d. How will this degree contribute to the SUS strategic plan?
      i. See Also: FLBOG Areas of Strategic Emphasis (CIP based):
         https://www.flbog.edu/resources/academic/programs-of-strategic-emphasis/
   e. Why is this program not being started less formally (ex: track instead of degree? minor instead of track? certificate instead of minor?)
   f. (If a new degree) Why give strategic attention to this particular area? If a similar level degree exists, how is the existing degree program not meeting this need?
   g. (If an existing level degree exists) What is gained by separating this from the existing degree? What is gained by making a separate degree?
   h. Is there an existing example of a benchmark program to which this degree aspires?
   i. How is this program different from what's already available to the student? (in their major or through advising)
   j. Based on the content of the program, what is/will be the program's CIP (Classification of Instructional Programs) code?
      (see: https://nces.ed.gov/ipeds/cipcode/)

2. **Need**
   a. Why does UCF need this program?
   b. How is this program different from existing programs (reference CIP)?
   c. Why does our college/UCF need this program?
   d. Are there similar programs are available at UCF? Are there similar degrees within the SUS?
   e. Is there an existing or related program that would provide the same education?
   f. Are their particular groups/companies/entities requesting this area of expertise? Is this area of expertise otherwise unavailable at UCF? (Do you have additional support from advisory council, local/state entities?)

3. **Expected Audience (Demand)**
   a. Who (majors/interested groups) will take this program?
   b. How many students may enroll in this program annually?
   c. What impact will this program have on other degrees or programs in your unit? What shifts in enrollment may occur?
   d. How will this degree contribute to the Florida workforce?
   e. How will you ensure a diverse body of students?
   f. (If minor/ certificate) Does this program fit within an existing degree at UCF? (Can it be completed based on available, open electives?)

4. **Curriculum (See also Faculty Resources)**
   a. What is the course "philosophy" for the program:
      i. What is the focus/purpose of the curriculum
      ii. What type of education do you plan to provide (applied/research/technical/preparatory)
      iii. What courses specifically meet the targeted areas for which this degree is intended?

     b. Make certain you are familiar with program policies:
- i. Graduate Policies (20-21 Catalog): https://catalog.ucf.edu/content.php?catoid=17&navoid=1474
- ii. Undergraduate Policies: CPP, GEP, Undergraduate Degree Requirements

     c. Are you using courses from other departments?
- i. Need memo of no conflict
- ii. Can your students access the courses as they are published in the catalog?

     d. Are there new courses that need to be proposed?

     e. Should current courses be revised/deleted?

     f. How many courses (hours) can be shared across multiple programs (degree, minor, certificate)?

     g. For B.A. programs, include admission and foreign language proficiency requirements

     h. For B.S. programs, include statistical and research methods components

     i. (Undergraduate programs) Consider the CIP and Common Program Prerequisites (CPP). Do the common program prerequisites impact your course considerations?

     j. Prerequisites. Double-check that your prerequisites are correct (COS course prerequisites are enforced within the registration system)

5. **Faculty Resources**
     a. What faculty will support this program?
     b. Do you have the faculty necessary to cover any enrollment increases that may result in the need to open more sections?
     c. Can your faculty handle increases in enrollments in existing sections?
     d. (Graduate) What is the role of any faculty committee with this program with respect to admissions, GTA assignments, degree progress review, etc.

6. **Other Resources**
     a. Will you need to offer additional lab/discussion sections? Can you offer additional lab/discussion sections?
     b. Do you have the research facilities necessary to support this degree?
     c. If student funding is important, how will stipends/tuition waivers be funded?
     d. What research opportunities will this program provide students?
     e. Other resource considerations: equipment, materials, space, etc.
     f. How might existing funds be reallocated?
     g. A detailed budget will be required of any new degree programs (for masters/doctoral programs, the Graduate College will assist with the budget worksheets).

7. **Administration/Oversight**
     a. How will the program be administered? Who will be responsible for it?
     b. Will the program have an advisory board? Will curriculum be reviewed by them on a regular basis? Will they be advocates for the program?
     c. Has a program review provided support for this program? (include in proposal)
     d. New PhD? Have a consultant conduct an external review of the proposal and write a letter of support for inclusion with the final proposal.
     e. Is admission to/enrollment into this program restricted in any way (limited or restricted access)? How? Why?

8. **Progress Benchmarks/Degree plan (Undergraduate)**
     a. To complete the degree, what benchmarks (courses) should be met by the end of the first year? End of second year?
     b. Review and propose a four-year degree plan of study
- i. Be certain it works logically with the courses prerequisites.
- ii. Keep in mind that the First Year advisors will use the first year of the plan.

     c. Review major GPA calculation and wording. Is it clear and is the audit capturing the correct set of courses for calculation (see separate sheet on options for major GPA)?

    d.   Are there any degree requirements beyond the course curriculum (ex: internship, certification, etc.)?

9. **Progress Benchmarks/Degree plan (Graduate)**
    a.   What is the culminating academic experience? What is the "deliverable" associated with this experience?
    b.   Are there any degree requirements beyond the course curriculum (ex: internship, certification, etc.)?

10. **Completion**
    a.   What is the number of students expected to graduate from the degree per year?
         i.   Within a 5-year time period, BOG benchmarks for degree productivity are 10, 20, 30 (doctoral, master's, bachelors)
        ii.   UCF "watch list" is double that of BOG's degree productivity (20, 40, 60)
    b.   How will this degree help to "close the talent gap"?
    c.   In what industry will students find jobs?
    d.   Note graduation rates of current or similar programs. If current graduation rates are low, how can you justify the long-term "health" of this new degree program?

Appendix 8: Curriculum Core – Degree Program Template

Include the following core areas (titles identified in **bold**) and applicable information.

Admission
Include if there are requirement for admission to the degree program. This is required for limited and restricted access programs. If there are none of these requirements, still include the header and simply indicate, "None".

Degree Requirements
Select the appropriate qualifier for this requirement. Include any requirements of the degree. If there are none of these requirements, still include the header and simply indicate, "None".

*Considerations with respect to the **Requirements** include the following:*

    Degree Requirements
- Students who change degree programs and select this major must adopt the most current catalog
- Students should consult with a departmental advisor
- All prerequisites of courses taught within the College of Sciences will be enforced.
- Courses designated in the General Education Program and Common Program Prerequisites are usually completed in the first 60 hours.
- Prior to enrolling in a math course, take Math Placement Test ~ https://www.sdes.ucf.edu/placement-tests/
- Prior to enrolling into Chemistry Fundamentals (CHM2045C), take the Chemistry Placement Test ~ https://www.sdes.ucf.edu/placement-tests/

- *Are there any GPA requirements?*
- *Are there any courses that cannot be used toward completion of the degree?*
- *Is there an additional residency requirement (beyond the UCF requirement)?*
- *Is there any particularly important advising information?*

General Education Program (GEP) (36 Credit Hours)
Adjust the individual and total GEP hours based on the preferred and/or required GEP courses.

    Communication Foundations (9 Credit Hours)
    Cultural & Historical Foundations (9 Credit Hours)
    Mathematical Foundations (6 Credit Hours)
    Social Foundations (6 Credit Hours)
    Science Foundations (6 Credit Hours)

Common Program Prerequisites (CPP) (XX Credit Hours)
Common prerequisites are determined by the state. More information can be found on the FloridaShines website:
https://dlss.flvc.org/admin-tools/common-prerequisites-manuals

Core Requirements: Basic Level (XX Credit Hours)
Identifies all lower-division, additional prerequisite, foundation, and gateway course requirements.

Core Requirements: Advanced Level (XX Credit Hours)
Identifies all upper-division course requirements. The following are additional, optional sub-headings:

    Degree Specializations/Concentrations/Emphases (*if not described separately*)
    Tracks should be built separately.
    Required Electives
    Restricted Electives
    Laboratory Requirements

Capstone Requirements

Electives

Foreign Language Requirements

    Admissions

The B.S. degree does not require college-level proficiency in a foreign language. The standardized language is as follows:

- Two years high school, or one year college language (or equivalent proficiency exam) prior to graduation.
  The B.A. degree requires a foreign language. The standardized language is as follows:
- Met by graduation requirement

    Graduation

The B.S. degree does not require college-level proficiency in a foreign language.

- None

The B.A. degrees require a foreign language. The standardized language is as follows. The first bullet it required, the second is optional:

- Proficiency equivalent to two semesters of college instruction in a foreign language.
- Proficiency equivalent to two semesters of college instruction in a foreign language or three semesters of college instruction in American Sign Language (ASL). Standardized examinations for foreign languages may be used. ASL proficiency is met by successful completion of ASL 4161C (previously SPA4614C) or an appropriate score on the ASL proficiency exam. ASL 4161C has prerequisites of ASL 2140 and ASL 2150. Contact the Department of Communication Sciences and Disorders regarding the proficiency examination. (https://healthprofessions.ucf.edu/communication-sciences-disorders/)

Additional Requirements

Identifies any additional non-curricular program requirements

Required Minors

Departmental Exit Requirements

Identifies any additional program-level graduation requirements, such as minimum course or area GPA, exit examinations, etc.

University Minimum Exit Requirements

The minimal, standardized language is as follows:

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

Total Undergraduate Credit Hours Required

Identifies the total hours for the degree.

Additional Information

    Honors in Major

The standardized language is as follows:

- Application and admissions through The Burnett Honors College and department. More information about Honors in the Major can be found at *https://honors.ucf.edu/research/*.

    Related Programs

Related Certificates
Related Minors
Advising Notes
Transfer Notes
The standardized language is as follows (this may be edited):
- Lower division courses do not substitute for upper division courses.
- Courses transferred from private and out-of-state schools must be evaluated for equivalency credit. The student must provide all supporting information.

Acceptable Substitutes for Transfer Courses
Program Academic Learning Compacts
The standardized language is as follows:
- Program Academic Learning Compacts (student learning outcomes) for undergraduate programs are located at: https://oeas.ucf.edu/about/academiclearningcompacts/

Equipment Fees

Appendix 9: Curriculum Core – Minor/Certificate Template

Include the following core areas (titles identified in **bold**) and applicable information.

Admission
"None" or if there are restrictions, standardized language is as follows:
- Not open to Ad/PR, Journalism, or Radio-TV majors
- *Who can or cannot declare the minor or certificate?*

Minor/Certificate Requirement
Select the appropriate qualifier for this requirement. Include any requirements of the degree. If there are none of these requirements, still include the header and simply indicate, "None".

*Considerations with respect to the **Requirements** include the following:*

Minor (or) Certificate Requirements
Some standardized language follows:
- A minimum GPA of 2.0 is required in all courses used to satisfy the minor.
- Grades below "C" (2.0) in lower level courses are not accepted.
- At least 12 hours used in the minor must be earned at UCF within the School of Politics, Security, and International Affairs.
- Double major/dual degree policy in Political Science programs and minors. (Note: The myKnight Audit cannot capture overlapping courses between two or more programs; therefore, students should have their program reviewed by the School before filing for graduation.):
  - Students who double minor in Political Science and International and Global Studies shall not count more than one course toward both programs.
  - Students who major in International and Global Studies, and minor in Political Science, shall not count more than one course toward both programs, except for the following course; POS 2041 - American National Government
- *Is there a minimum number of hours that must be earned at UCF?*
- *What is the acceptable overlap of hours with degree requirements (aka "double-dipping")?*
- *Are there any GPA requirements?*

Prerequisite Courses
"None", or if required, the minimum, standardized language is as follows:
- Some courses for this minor will have prerequisites completed as a part of a student's GEP requirement, as general electives, or a student can enroll into courses with consent of instructor.
- Students must satisfy each course's prerequisites before enrolling in the class.

Required Courses (XX Credit Hours)
Identifies all course requirements. The following are additional, optional sub-headings:
> **Specializations/Concentrations/Emphases** (*if not described separately*)

Electives (XX Credit Hours)
May also be titled "Required Electives", "Restricted Electives" or any other appropriate heading.

Total Undergraduate Credit Hours Required: XX
Identify the total hours required for the minor

Other Requirements
"None", or may include the following, standardized language, if applicable:

- No credit by exam (TSD, Military credit) may be used.

No Internship, Experiential Education or Independent Study credit can be used toward the minor.

Appendix 10: CIP Codes

UCF is required by the U.S. Department of Education to file a number of annual reports each academic year that require the Classification of Instructional Program (CIP) codes. Failure to do so could result in sizeable fines and possible curtailment of Title IV participation that would impact nearly half of the UCF student body and curtail nearly $75 million in federal financial aid students receive annually.

As each degree program is created and/or updated, departments should make sure the CIP Code attached to the program is accurately reflecting the subject matter of the program as outlined by the U.S. department of Education.

In those instances where two or more CIP Codes could be used to categorize the program, departments should choose the code category that is more generalized or fits the majority of the subject criteria as outlined by the code descriptions.

Current code lists and descriptions can be found at https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 . The home page is at https://nces.ed.gov/. Then a search for CIP Codes will need to be done in the search engine provided.

Appendix 11: Common Prerequisites

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.

Websites:

Common Prerequisites Manual

https://dlss.flvc.org/admin-tools/common-prerequisites-manuals

Articulation Coordinating Committee – Oversight Committee

http://www.fldoe.org/policy/articulation/committees/articulation-coordinating-committee-ov/

Relevant Statutes and Rules Pertaining to Common Prerequisites

1007.25(5), F.S

1001.02(x), F.S.

6A-10.024(20), F.A.C.

Appendix 12: Equipment & Facilities Fee Policy/ Procedures

Policy (Undergraduate)

The purpose of the Equipment and Facility Fee (EFF) is to provide authorized high-cost programs with additional revenue for student-focused instructional equipment, materials, and facilities that benefit 75% or more of students in the major or program have uses across multiple courses and be of predominant (75%) use for instruction. The fee differs from a Materials and Supply Fee, charged to students enrolled in a specific course, and for items "that are consumed in the course of the student's instructional activities" (1009.24 {14} {i}). Requests that will benefit all students in a given major or program, through expenditures of direct use in required courses, to fulfill degree requirements, or which will benefit a majority of students in the relevant program, are more likely to be approved.

Approval Process

Departments proposing a new or modified EFF must follow the approval process outlined here. The provost, at the recommendation of the Senior Associate Provost for Academic Affairs, is the approving authority, including for any exceptions to policy. The UCF Board of Trustees receives an annual report on the university's EFFs.

Each proposal for a new or increased EFF must include the following:

- A justification for the imposition of fee for students enrolled in the specified program
- Explanation of how expenditures will support student-learning outcomes.
- Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing Materials and Supplies fees, explain why these are insufficient and why an EFF is also needed.
- Detailed proposed budget information indicating project annual expenditures by category and line item
- Plan of Study document with EFF for Full-Time and Part-Time Students. Plan of Study Template [**COS Note: Please request a copy of this from the COS Associate Dean**]

Proposals for reductions in fees require the same information. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC through *Kuali*.

Additional Guidelines

1. October 23 (or first working day thereafter if on a weekend) is the deadline for submissions for new fees, increased fees, reduced fees, or fee termination to reach UPCC to be considered for the following academic year.
2. The EFF is charged to all majors at the program level.
3. Fees charged by academic units will not exceed $90 per student per semester.
4. The fee will be the same for each term: fall, spring, summer.
5. Part-time students will pay 50% of the EFF.
6. Approved changes in fees, including new, increased, reduced, or terminated fees begin in the fall of the next academic year.
7. Students will pay only one EFF. If enrolled in two or more programs with this fee, they will pay the one at the higher level. Students that have more than one major with EFFs at the same level will pay the one for which they declared first. Students in the Honors program will continue to pay the Honors College EFF in addition to the EFF associated with their program of study, if one exists.
8. If an EFF includes depreciation or replacement of equipment, use three years as the standard life, noting and justifying any life cycles outside this standard.
9. If a program is using previous expenditures as a justification, use at least three years of data.

10. Unspent fees carry forward into subsequent fiscal years, but programs must develop and receive approval for spending plans for these funds.

Allowed Expenditures

- Capital and durable equipment used predominantly (75%) for instructional purposes
- Items used predominantly (75%) for instructional purposes, but which are not consumed or expended in their entirety during one course
- Personnel costs associated with maintenance and operation of equipment, materials, and supplies, with cost share commensurate to the percentage of time allocated to instructional uses associated with EFF.
- Facilities costs associated with storage and operation of equipment, materials, and supplies purchased with EFF, with cost share commensurate to the percentage of facility allocated to instructional uses

Disallowed Expenditures

- Travel and training, unless directly associated with EFF requirements
- Materials, supplies, and equipment used primarily by faculty or staff or used only in one course
- General departmental or college expenses, such as salaries, operational costs, professional development, materials, equipment or facilities not directly supportive of instruction; or direct support to university auxiliary units

Accountability

College Level

The college dean, or designated representative, for each program will produce an annual analysis report on each existing EFF at the end of each fiscal year, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Senior Associate Provost for Academic Affairs no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

Course and Program Fee Review Committee (CPFRC)

The Senior Associate Provost for Academic Affairs will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a financial representative. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.

University Audit

Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Provost Office, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References
SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties:"
https://www.flbog.edu/regulations/active-regulations/

Undergraduate Policy and Curriculum Committee:
https://provost.ucf.edu/faculty/curriculum-committees/upcc/

UPCC Manual, Chapter VI, "Equipment Fees"
Above site, see: UPCC Policy and Procedures Manual
        https://provost.ucf.edu/wp-content/uploads/sites/2/2021/04/UPCC-Policy-and-Procedures-Manual.pdf

Undergraduate Regulation UCF-9.006 Miscellaneous Fees:
https://regulations.ucf.edu/chapter9.asp

Appendix 13: Materials & Supplies Fees Policy/ Procedures

Policy (Undergraduate)

The BOG statute permitting Materials and Supplies Fees (M&S Fee) specifies that these fees are "to offset the cost of materials or supplies that are consumed in the course of the student's instructional activities, excluding the cost of equipment replacement, repairs, or maintenance." (1009.24 {14}{i})

Approval Process

To administer such materials and supplies fees that are approved by the faculty, the following policies are in effect. All requests for additions, changes, or deletions shall be submitted by the fall semester date of the year prior to which the fees intend to be implemented. The approval process is as follows:

1. Departments propose a new or modified fee. The Provost, at the recommendation of the Senior Associate Provost for Academic Affairs is the approving authority.

2. Each proposal for a new or increased M&S Fee must include the following:

    - A justification for the imposition of fee for students enrolled in the specified course
    - Explanation of how expenditures will support student-learning outcomes.
    - Evidence outlining efforts to obtain alternative funding from the department, college, external sources, and other allowed fees, whether successful or unsuccessful. If there are existing M&S Fees, explain why these are insufficient and why an M&S Fees is also needed.
    - Detailed proposal budget information indicating consumable materials and/or supplies by category and line item.
    - Plan of Study document with each fee listed next to its associated course. Plan of Study Template [**COS Note: Please request a copy of this from the COS Associate Dean**]

3. Proposals to terminate fees in their entirety require only a memo from the department and approval by the college dean to be considered by UPCC through Kuali.

4. All fee changes will go into effect the Fall semester of the year for which the fee is approved.

    - The same fee will be charged for each semester: Fall, Spring, and Summer.
    - Fees will be in effect until any change in the justification for the fee, initiating a request from the unit for an addition or subtraction from the fee.
    - Notice of the Provost's approval of fee requests will be sent to the department, Registrar's Office, Student Accounts office and Division of Finance and Accounting.
    - The Provost Office will maintain the listings of M&S Fees for undergraduate courses. The College of Graduate Studies will maintain for graduate courses.

5. Accountability:

- Department Level: The department chair, or designated representative, for each department will produce a staggered five-year analysis report on each existing M&S Fee, including the original purposes of the fees, explanation of the extent to which they were used for these ends, beginning and ending cash balances, actual expenditures, plans for carry forward funds (if applicable), and consideration of future needs. The dean will provide these reports to the Senior Associate Provost for Academic Affairs no later than the first day of classes in the fall semester. Each dean will at that time forecast pending departmental proposals for new fees, increases or decreases in existing fees, or terminations.

- Course and Program Fee Review Committee (CPFRC): The Senior Associate Provost for Academic Affairs will appoint and charge this committee, comprised of one department chair, one associate dean, the chair of the UPCC, the chair of the UCRC, the chair of GCC, and a financial representative. The CPFRC will review all course and program fees and provide recommendations for continuation, modification, or termination. This committee should meet during the fall semester upon receipt of college reports from the previous fiscal year.
- University Audit: Programs agree to submit to financial audits and advisory reviews of expenditures, as determined by the Provost Office, with the college's responsibility to correct any inadmissible expenditures and to implement plans for spending of carry forward funds.

References
SUS, Florida, Board of Governors Regulation 7.003, "Fees, Fines, and Penalties:"
https://www.flbog.edu/regulations/active-regulations/

Undergraduate Course Review Committee:
https://provost.ucf.edu/faculty/curriculum-committees/ucrc/
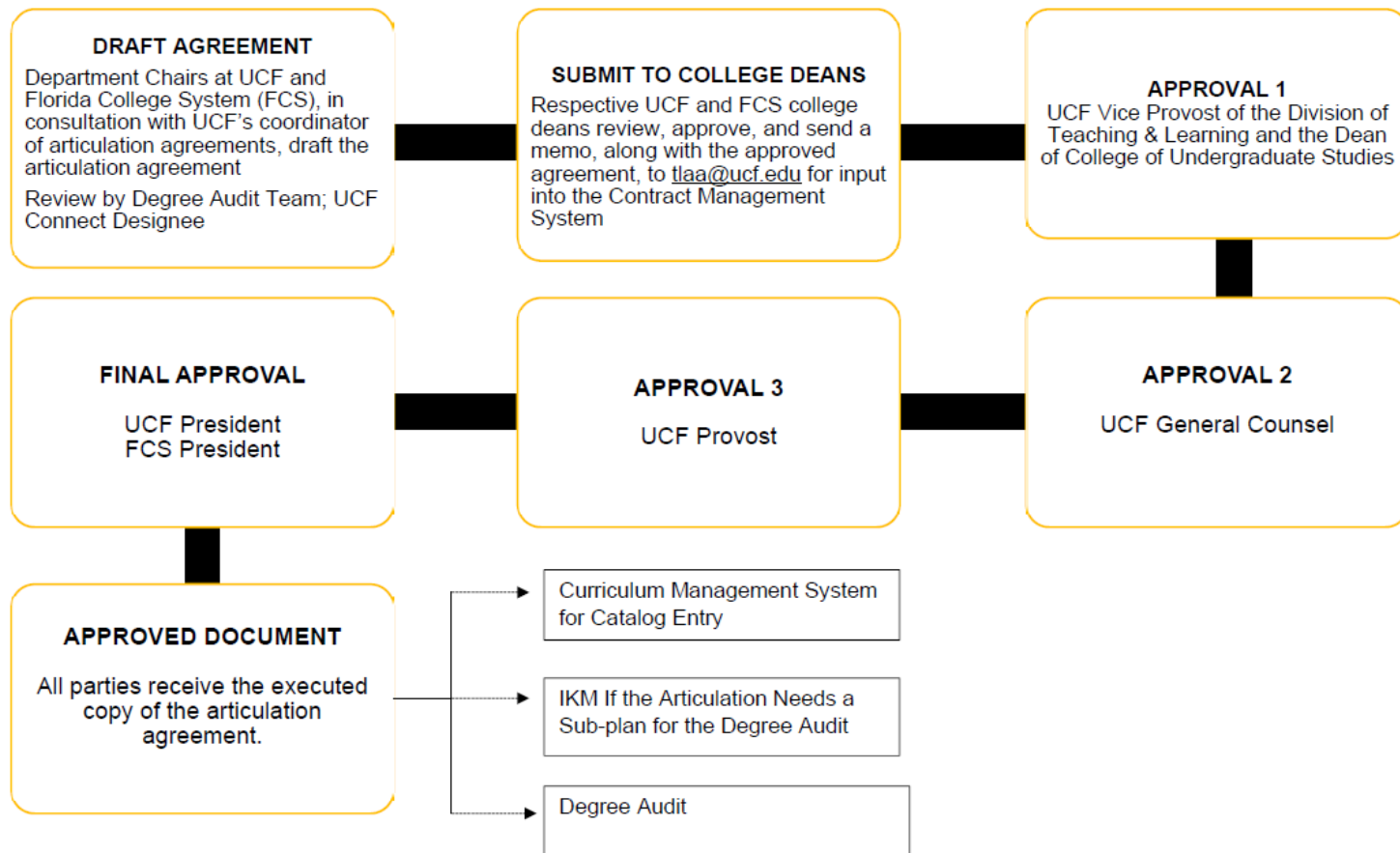   UCRC Policy and Procedures:
    https://provost.ucf.edu/wp-content/uploads/sites/2/2021/04/UCRC-Policy-and-Procedures-1.pdf

Undergraduate Regulation UCF-9.006 Miscellaneous Fees:
https://regulations.ucf.edu/chapter9.asp

Appendix 14: Articulation Agreements

Articulation Workflow

Articulation Rules

- Rule 6A-10.024, Florida Administrative Code - Articulation Between and Among Universities, Florida Colleges, and School Districts
- Rule 6A-10.02412, Florida Administrative Code - Foreign Language Competence and Equivalence
- Rule 6A-10.0242, Florida Administrative Code - Procedures for Determining the Level at Which Courses Shall be Classified
- Rule 6A-10.030, Florida Administrative Code - Other Assessment Procedures for College-Level Communication and Computation Skills
- Rule 6A-10.0316, Florida Administrative Code - College-Level Communication and Computation Skills Effective August 1, 1992
- Rule 6A-10.0331, Florida Administrative Code - Deletion of Courses from Catalogs and Statewide Course Numbering System

Articulation from Colleges to Universities

Students in Florida have transfer rights associated with postsecondary work at public colleges and universities. Here are some of the resources available to inform students about their rights and responsibilities:

- Statewide Postsecondary Articulation Manual (PDF)
- Information on Florida's 2 + 2 Pathways and Programs (PDF)
- Transfer Student Rights (PDF)
- Common Program Prerequisites
- Additional Postsecondary Resources:
  - Student Hub for Educational Services, Florida Shines
  - Articulation Agreements with Private Colleges and Universities
  - Florida College System Home Page
  - Florida's Board of Governors, State Universities Home Page
  - Florida's Commission for Independent Education
  - The Office of Student Financial Assistance (OSFA)

Articulation Reports, Resources and Publications

Florida Statewide Course Numbering System (Postsecondary Course Numbers)