

**Graduate Policies and Procedures for
New Programs**

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I. Overview

It is the responsibility of the Graduate Council Curriculum Subcommittee to review and recommend proposals for the creation, modification, and deletion of degree programs, tracks, and certificate programs.

The committee reviews and makes recommendations concerning the following:

- new graduate degree program proposals (degrees, tracks, certificates)
- changes to existing graduate programs, including:
 - deletions
 - length
 - hours
 - core requirements
 - electives
 - areas of specialization
 - courses
 - online delivery

It is the intent of the Graduate Council Curriculum Subcommittee and the Graduate College to encourage the development of new programs, new delivery methods (distributed learning, online, off-campus, certificate, interdisciplinary, accelerated, etc.), and new scheduling to improve access to graduate education for those who desire it. This document clarifies the process for development and approval of programs, tracks, modules, certificate programs, and white papers for proposing new programs to be added to the five-year program plan of the university.

SACS-COC Substantive Change Reporting

The University of Central Florida maintains compliance with the Southern Association of Colleges and Schools Commission on Colleges of the (SACS-COC) policy, *Substantive Change for Accredited Institutions of the Commission on Colleges*, through the appropriate and timely reporting on areas of substantive change.

Substantive Change is defined as a significant modification or expansion of the nature and scope of an accredited institution as defined by SACS-COC.

Substantive changes include actions reviewed by the undergraduate and graduate curriculum committees. These include but are not limited to:

- significantly changing the length of a program
- initiating a degree completion program
- changing from clock hours to credit hours
- substantially altering the number of hours for successful completion of a program
- initiating courses or programs at a different credential level
- expanding programs at the current credential level

- initiating or expanding off-campus sites or distance learning programs
- relocating an off-campus site, a main campus, or a branch campus
- initiating programs or courses offered through contractual agreement or consortium
- closing a program

At the time such changes are considered, the Undergraduate Program Curriculum Committee and Graduate Council are responsible for bringing the proposed actions to the attention of the dean of undergraduate or graduate studies, as appropriate. The undergraduate and graduate deans are responsible for notifying the UCF SACS-COC liaison in the Office of the Provost and Executive Vice President about potential substantive changes. Certain changes require approval by SACS-COC prior to implementation and can also require a SACS-COC on-site committee visit. Thus, it is important that the internal reporting deadlines denoted in the UCF *Substantive Change Procedures* matrix be met (usually requires internal notification to UCF SACS-COC liaison 9-12 months in advance of implementation). The UCF SACS-COC liaison will review each proposal to determine if it constitutes a substantive change that needs to go through the notification and/or approval process for SACS-COC.

For additional information see:

UCF policy 4-505 *Reporting of Substantive Change*

<http://policies.ucf.edu/documents/4-505ReportingofSubstantiveChangeFINAL.pdf>

UCF Substantive Change Procedures matrix

<http://www.vpaa.ucf.edu/accreditation.php>

SACS-COC *Substantive Change for Accredited Institutions of the Commission on Colleges*

<http://www.sacscoc.org/SubstantiveChange.asp>

II. Five-Year Master Plan

The university maintains a Five-Year Master Plan for the presentation of new programs. To list a program on the master plan, the sponsoring unit prepares a white paper and submits it to the appropriate college dean for approval. Deans send forward the white papers when the provost requests proposals for new programs. Requests for white papers generally are made every five years by the provost to the college deans. Undergraduate white paper submittals are coordinated by the vice provost for Academic Affairs and graduate white paper submittals are coordinated by the vice provost and dean of the Graduate College.

III. New degree proposals: white papers

A white paper provides the following information about a proposed new degree program:

- focus of the program
- identification of similar programs at public and private institutions in the state
- potential for the development of ancillary programs such as tracks, minors, or certificates
- target audience
- student demand, including a three-year projection of student headcount

- student outcomes, including possible careers for students
- proposed implementation date
- new faculty members, space, or equipment that will be needed

Definition. Defining the educational, research, and professional objectives of the program is essential to basic program planning. The conceptualization and articulation of the proposed program is central to the success of the proposal.

Need. Among the many factors that influence the acceptance of a new degree program, one of the most important is need. The state of Florida is hesitant to approve duplicative programs, therefore the proposal must provide thorough background on all degree programs similar to the one being requested at other public and private institutions in Florida.

Demand. Another consideration in initial program planning is the determination of student demand in admissions and job placement. Identifying the students who will be taught, how they will be identified, and what they will learn is fundamental to the planning of a program. An understanding of where graduates of the program will work and what the demand will be for them in the job market also are important in establishing a need for the program.

Mission. The relationship of the program to the university mission, strategic directions, and economic development of the region and/or nation, and the Florida Board of Governors strategic plan are important considerations in determining the benefit of the program. A new program must be a good fit for UCF and its metropolitan mission, as well as meet the needs of the state of Florida. Ensuring that program resources are in line with the ability of the university to provide resources, or demonstrating that the program has obtained its own resources, is also pertinent to determining its success.

Responsiveness. New program proposals will not be considered by the university Board of Trustees unless action has been taken to respond to all of the recommendations made in prior program reviews or accreditation reports. Program reviews are conducted every seven years, and it is important that a complete response to all items mentioned in the review be made. It is helpful if these reviews mention the feasibility of developing a new graduate program.

White papers are first reviewed by the dean. They are then forwarded to the vice provost and dean of the Graduate College, who will make a complete set of all white papers available to all deans. Each dean is asked to have internal college discussions to identify concerns with the proposals such as overlaps or duplications, or to identify possible areas of cooperation.

Open discussion will occur at a regularly scheduled deans' meeting where issues and concerns are fully aired. White papers may be revised as a result of these discussions. Each dean will prioritize the proposals from his/or her own college once the white papers are revised.

Final evaluation of the white papers will occur in Academic Affairs, led by the vice provost and dean of the Graduate College for graduate program proposals, in consultation with the vice provost of Academic Affairs and the dean for Undergraduate Studies for undergraduate program proposals.

The provost will prioritize the proposed programs. An implementation schedule and list will be developed by the vice provost and dean of the Graduate College, the vice provost of Academic Affairs, the dean of Undergraduate Studies, and the provost. This list will again be presented to the deans for discussion and then disseminated to all colleges.

The master plan provides a sequenced listing of proposed programs for five years. The provost may call for additional white papers and an update of the Five-Year Master Plan during the five-year cycle. If so, chairs and deans will be notified. All opportunities to submit requests for new degree proposal white papers also will be placed on the program coordinators and graduate coordinator email.

IV. Consultation among units

Prior consultation

- Prior consultation with affected departments in other colleges should take place whenever proposals for programs, tracks, modules, certificate programs, or white papers are proposed that overlap with disciplines in other departments, schools, or colleges. It is not the responsibility of the subcommittee, the Graduate Council, or the Graduate College, to identify programs that may have these concerns and to negotiate them.
- In order to receive approval for proposals for programs, tracks, modules, certificate programs, or white papers, the description must include appropriate modifiers to reflect the discipline viewpoint of the department offering the program, track, module, certificate program, or white paper.

Possible overlaps

- If a program, track, module, or graduate certificate content has some overlap, the intent is that each college will develop its own program, track, module, or certificate from a disciplinary perspective and agree to facilitate and work with others to allow them to do the same. These overlaps need to be identified early and resolved at the program level. If overlap issues cannot be worked out at the program level, then the discussion needs to involve the graduate coordinators of the colleges involved. If issues cannot be resolved at the college level, then the Graduate Council Curriculum Subcommittee will entertain presentations from all involved parties and make an appropriate recommendation to the vice provost and dean of the Graduate College.
- Joint appointments or other affiliations for faculty members who work in areas of overlapping interests or in multidisciplinary areas are encouraged. Joint appointments are a logical first step in developing multidisciplinary and interdisciplinary programs and it is imperative that supervision of thesis and dissertation research be allowed as part of the appointment.
- Units should not hold up the actions of others by refusing to meet, negotiate, or otherwise delaying evaluation. It is the intent of the subcommittee and the Graduate College to encourage without delay the development of new programs, tracks, modules, certificate programs, joint degrees, and white papers. Units that profess concern about an action and delay the evaluation of that action will have to explain the delay to the subcommittee or the Graduate Council will deal with the request without the unit's input. Ordinarily, two weeks is allowed for consultation and evaluation if concerns are expressed.

V. New program development

Once a program is placed on the master plan, a faculty committee may start developing the proposal. The program authors, working with the vice provost and dean of the Graduate College and the college graduate coordinator, will develop the proposal using the format provided to us by the state and entitled *Florida Board of Governors Request to Offer a New Degree Program* criteria (April 20, 2007). This document must be thoroughly completed before presentation to any faculty committees for approval. The New Degree Proposal Format and New Degree Proposal Worksheets may be found at: <http://www.graduatestudies.ucf.edu/formsnfiles/>. The program authors should contact the Graduate College very early in the development process so that the appropriate information is obtained.

The distributed learning coordinator in each college should be contacted to address special issues associated with offering online programs. The Website for the Center for Distributed Learning is <http://online.ucf.edu> and their email address is online@mail.ucf.edu.

New interdisciplinary program development

Interdisciplinary programs are encouraged. Joint or other appointments should be considered in the process of program development. Groups interested in proposing interdisciplinary programs are encouraged to contact the vice provost and dean of the Graduate College early in the preparation process to discuss policies and procedures.

The process for approval of interdisciplinary programs is basically the same as for approval of single discipline programs with the exception that a Memorandum of Understanding is generally developed among all involved parties to address understandings about program support and administration. The memorandum is signed by the dean(s) of the college(s) and the directors of applicable centers or institutes. Decisions about who is included in these agreements are made as the proposal is being developed and before the memorandum is prepared. The Graduate College assists with the preparation of this memorandum which normally covers the parties included in the proposal, the sharing of courses, faculty, costs for the program, and administration of the program. The provost has ultimate authority to approve these memoranda.

Approvers

Approvals for new programs are required from appropriate department faculty committee(s), department chair(s), all college graduate committee(s), all dean(s), centers or institutes involved in the program, Graduate Council Curriculum Subcommittee, vice provost and dean of the Graduate College, provost, Board of Trustees for bachelor's, master's, doctoral programs, and the Florida Board of Governors for doctoral programs.

Approval process

The proposal must be approved by the appropriate departments, colleges, and institutes or centers (if applicable). Once approved, an electronic copy will be sent to the Graduate College to be provided to the Graduate Council two weeks prior to the meeting where it will be considered.

The Graduate Council Curriculum Subcommittee reviews the proposals for new programs using criteria provided by the Florida Board of Governors. The BOG Criteria Worksheet may be found on the Graduate College Website, <http://www.graduatestudies.ucf.edu/formsnfiles/>. Council rankings on these criteria are provided to the vice provost and dean of the Graduate College, provost, and Board of Trustees for approval. In addition, the committee reviews new courses and changes to courses associated with the new degree proposal to ensure that these changes are consistent with the university's objectives, at the same time as the proposal review, if all course syllabi are provided with the proposal. The proposal authors are invited to the presentation of the proposal. The subcommittee requires two weeks notice to review a proposal and the review will not be scheduled until the proposal has been delivered to subcommittee members.

The committee will approve, reject, or send the proposal back through the review process for modifications. The proposal, with comments and rankings on the criteria provided by the Board of Governors, along with all accompanying tables showing the detailed budget, are then forwarded to the vice provost and dean of the Graduate College for recommendation of action to the provost. The provost reviews the proposal and its accompanying documentation, including the budget and the external consultants report, and determines whether the proposal is ready to go forward to the Board of Trustees. The Board of Trustees approves bachelor's and master's programs and recommends doctoral programs to the Florida Board of Governors for approval. The Board of Trustees considers new degree proposals at its January and November meeting and final approval by all committees and the provost must occur prior to these scheduled meeting dates. The Board of Trustees will be provided with the proposal summary and Criteria for New Degree Authorization.

VI. New degree program: proposal preparation

The development of new degree programs is limited to a set of programs approved by the university and included in the Five-Year Master Plan. New degree program proposals require approval from the departments, colleges, vice provost and dean of the Graduate College, the provost, and the university Board of Trustees. The master's and doctoral proposals are reviewed by the state. Doctoral proposals are also reviewed carefully at the state level to assure compliance with all requirements.

During the course of the planning period, the program authors will develop a strong need and demand assessment, a detailed budget, acquire many of the resources necessary for the program's success, and develop a mission, objectives, and curricular plan for the new program. The new program proposal will also complement the college, university, and Florida Board of Governors Strategic Plan, and be compatible with existing or future research interests.

The vice provost and dean of the Graduate College will schedule a series of meetings with the program proposal authors to explain the procedures, answer questions, and establish a schedule for meeting appropriate deadlines. At these meetings the functions of the various offices, including Equal Opportunity/Affirmative Action, the Library, and Operational Excellence and Assessment Support, that contribute to the overall proposal preparation will be explained.

The following are areas that require long-term planning for successful inclusion in the proposal:

- a thorough needs assessment design including local, state, and national data
- a thorough assessment of local and regional interest
- a study of the compatibility of the program with institutional and state strategic directions
- letters of support from professional organizations, businesses, employers, etc.
- comprehensive curriculum design including the administration of the program, the role of the graduate committee, the use of an external advisory committee, admissions and graduation requirements, an institutional effectiveness plan highlighting the desired student-learning outcomes and measures
- at least three similar state and national programs against which to benchmark the proposed program
- UCF Library benchmarking with a minimum of three peer institutions leading to a library budget request
- Office of Equal Opportunity/Affirmative Action sign-off on the diversity plan
- Office of Operational Excellence and Assessment Support approval of the institutional effectiveness plan
- completion of all tables required by the *Florida Board of Governors Request to Offer a New Degree Program* criteria (April 20, 2007). This document is located at the following location: <http://www.graduatestudies.ucf.edu/formsnfiles/> and can be located under the name of New degree Proposal Worksheets.
- completion of all criteria found in *Florida Board of Governors Request to Offer a New Degree Program* criteria (April 20, 2007) These documents are located at the following location: <http://www.graduatestudies.ucf.edu/formsnfiles/> and can be located under the name of New Degree Proposal Format.

VII. New degree program: proposal timeline

The following is a recommended timeline for new graduate degree programs.

- a. Obtain a copy of the *Florida Board of Governors Request to Offer a New Degree Program* criteria (April 20, 2007) prior to initiating proposal preparation activity. These documents are located at the following location: <http://www.graduatestudies.ucf.edu/formsnfiles/> and can be located under the name of New Degree Proposal Format and New Degree Proposal Worksheets. The criteria will be provided by the vice provost and dean of the Graduate College to all new committees formed to prepare new degree proposals.
- b. Form a proposal committee within the department responsible for preparing the proposal, or if multidisciplinary, composed of faculty members from the departments interested in offering the program.
- c. Appoint a principal author (chair of the committee) to work with the graduate coordinator in the college and the vice provost and dean of the Graduate College to ensure proposal completion. The proposal committee and the graduate coordinator will work with the vice provost and dean on a timetable for submission and to go over the requirements.
- d. Complete a needs assessment by surveying present students of the current departmental programs, alumni from current departmental programs, appropriate community leaders, and others who are potential students or employers. Data regarding demand for the program should be collected and national, state, and local trends should be summarized.

The schedule for the approval of graduate new degree programs is driven by the Board of Trustees or Board of Governor’s approval process. The Board of Governors considers doctoral programs for approval at their December and June meetings. The UCF Board of Trustees will consider new program proposals at its January and November meetings. To be on the UCF Board of Trustees’ agenda, complete items must be submitted to Academic Affairs six weeks prior to the meeting. Doctoral program proposals must be evaluated by an external consultant before being approved by the UCF Board of Trustees.

All new program proposals must be recommended for approval by the Graduate Council Curriculum Subcommittee, which meets from September to April. Agenda items need to be submitted two weeks prior to the meeting so that all members of the campus community have adequate time to review the proposals.

The following is a timeline for development of the program proposal. The *due date* is the date all agenda items must be in the president’s office prior to the March or July university Board of Trustees meeting.

At least 12 months before due date	Meeting of program proposal authors, college graduate coordinator, and vice provost and dean of the Graduate College to develop timeline and assignments for development of the proposal.
At least 11 months prior to due date	Complete draft of Part VIII, curriculum
At least 10 months prior to due date	Complete draft of Part II, need and demand assessment. Program authors must take the library form to the UCF Library for review of library needs for the program. Review of curriculum section is returned to proposal authors.
At least 9 months prior to due date	Program authors seek support letters from the appropriate sources (industry, local community, etc) to buttress the needs assessment. Also, complete draft of Part I, program description, and the beginning of Part IV, projected benefits and submit to the vice provost and dean of the Graduate College.
At least 7 months prior to due date	Complete Part IV, projected benefits. Begin Part IX, faculty participation. Program faculty should prepare Course Action Request Forms for all new courses, including syllabi of each new course offered in the program.
At least 5 months prior to due date	Complete Part IX, faculty participation. Complete an assessment of current and anticipated faculty

	<p>along with Part IX, faculty participation. Complete Table 1 and 3A, faculty members and students for new program. Obtain and incorporate Library results into proposal. Office of Operational Excellence and Assessment Support reviews program matrices showing outcomes of curriculum. Iterations in these matrices are completed. Program faculty members complete syllabi of each new course offered in the proposal.</p>
At least 4 months prior to due date	<p>Complete draft of Part VI, institutional readiness, Part V, access and articulation, Part I program description, and Part VII, program quality indicators. Complete draft of Part III, budget and Table 4.</p>
At least 3 months prior to due date	<p>Complete draft of Part X, non-faculty resources. Complete draft of the proposal and appendices and provide to the vice provost and dean of the Graduate College for review.</p>
At least 2 months prior to due date	<p>If doctoral, the proposal is sent to an external consultant for outside review. The departments and colleges review and approve the proposal, and formally submit to vice provost and dean of the Graduate College.</p>
At least 1 month prior to due date	<p>The university Graduate Council Curriculum Subcommittee will review the proposal using criteria established by the Board of Governors. Complete the proposal and distribute it to the members of the Graduate Council two weeks prior to the meeting. If the program is interdisciplinary, a Memorandum of Understanding should be completed for each college participating in the program, specifying the nature of the understanding and funding provided by each college. The budget is reviewed and finalized. Final revisions to the proposal are made and the proposal is forwarded to the Graduate College. The Graduate College obtains approval signatures from the EEO director, the provost, and the president.</p>
Due Date for Board of Trustees Agenda	<p>The agenda items are due to the president's office six weeks prior to the March or July BOT meeting. BOT materials completed for the Board of Trustees</p>

review include the proposal, appendices, cover page, rankings on the criteria provided by the Board of Governors, and if doctoral, the external consultants comments. Final proposals are sent to Board of Governors within 10 days of approval.

Board of Governor's Approval

The Graduate College will send doctoral program proposals with appendices, and external consultant comments to the Board of Governors for consideration at their June or November meeting.

Implementation Date

The date provided in the proposal after approval by the appropriate board.

VIII. Deletions of existing graduate programs, tracks, or certificates

A proposal to delete a track, graduate certificate, or graduate program should be made to the Graduate Council after prior consideration by the unit, the college, and the Graduate College. In preparing the proposal, it is important to include the following information:

- Rationale for the change. Reasons for deletion of the track, graduate certificate, or graduate 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.
- Description of the change – are there current students enrolled in the program and what assurances will the program provide for students to finish? It is possible to inactivate the program to prevent new admissions while currently enrolled students are finishing the program or to completely delete the program immediately. Either way it is important to describe what will happen to currently enrolled students.
- When the change will go into effect.
- The affect of the change on the existing unit and other units.

The proposal should be prepared and submitted to the graduate committee of the program or department, then submitted to the college or other appropriate unit, and finally to the Graduate Council. The provost will approve deletions or inactivations of tracks and graduate certificate programs. The Board of Trustees is required to approve deletions of existing graduate degree programs and the Florida Board of Governors is required to approve deletions of existing doctoral degree programs.

Approvers

Approvals for deletions or inactivations of existing graduate tracks, certificates, or programs are required from the appropriate dean, Graduate Council Curriculum Committee, vice provost and dean of the Graduate College, provost(for tracks, certificates and graduate degree programs), the

Board of Trustees (for master's and doctoral degree programs), and the Florida Board of Governors (for doctoral degree programs).

IX. Revisions or additions to tracks and certificate programs

Adding tracks or certificate programs or making changes to existing tracks or graduate certificate programs requires Graduate Council approval. The unit requesting revisions or additions prepares a document that outlines the rationale for the request and obtains approval from the departments and colleges or schools involved. Once the colleges or schools approve the rationale, it is forwarded to the Graduate Council for review. The Graduate Council encourages certificate programs to consider online course delivery when developing their proposals. Target audiences may be increased with online course delivery.

The document to add tracks or certificate programs requires the following information:

- The purpose of the track or certificate program. If online, a rationale for offering it online must be included.
- The likely career or student outcomes for someone who completes the track or program.
- The identified target audience for the track or program and the demonstrated need for the track or program by this audience.
- The curriculum, identifying the hours of the track or program, the required and elective courses, and any other requirements.
- The faculty members who will participate in this track or program should be identified as graduate faculty members. Faculty members from each department who will provide courses to the curriculum should be consulted.
- A description of who will administer the program and the implementation start date.
- If applicable, a written agreement from all involved units that they are in support of will provide courses to the, or will participate in the track or program.
- All appropriate course action requests that will be necessary to implement the changes.

Changing a track or graduate certificate to online delivery

In addition to the above information, the information below should be provided.

- Address enrollment limits in courses and assistance that faculty members may need to offer the courses (graduate or undergraduate student help). The distributed learning coordinator in each college will be helpful in addressing special issues associated with offering online programs. The Website for the Center for Distributed Learning is <http://online.ucf.edu> and their e-mail address is online@mail.ucf.edu.
- A timeline section, indicating the time that it will take to develop the courses (it will generally take longer than one semester to plan an entire track or certificate program to be offered online).
- A recruiting plan for target audiences should be included. The Center for Distributed Learning should be consulted for brochure development, online catalog listing, Peterson's Guide listing, Southern Regional Education Board listing, Virtual Campus Website listing, Sloan Virtual Website listing, and other assistance.

Adding accelerated master's tracks to existing master's programs

These programs offer the opportunity for students to pursue the bachelor's and master's degrees in an accelerated fashion, often within five years. Official admission typically occurs in the junior year, although programs are encouraged to recruit freshman to enter the program pending good academic progress throughout the freshman and sophomore years. Admission can occur as late as the beginning of the senior year. The graduate program determines minimum standards for those who are admitted to accelerated programs. However, students entering accelerated programs also will be required to successfully complete the CLAST exam and obtain junior standing. For some programs, the GRE or GMAT must be taken before final admission. Students admitted into the accelerated program will maintain undergraduate status until they complete their undergraduate degree program. This ensures that they are eligible for student financial aid directed to undergraduate students. Programs should consult with the Graduate College prior to the proposal development, since financial assistance to students is a very important issue. Students will not be formally enrolled as master's students in the program until they have completed the bachelor's degree. Once students are formally enrolled as master's students, they are eligible for support normally provided to graduate students. The department will assume primary administrative responsibility for the program.

In addition to the above information, if developing an accelerated master's program (either a 4-year or 5-year program that involves combining undergraduate and graduate education in a time-shortened fashion), two sections should be added to the proposal:

- description of the undergraduate and graduate curriculum and how they will be shared
- explanation of when students will become graduate students in the program, and thus change their financial aid status.

It is possible to be given approval for sharing more courses in an accelerated program beyond the 9 hours normally allowed, provided a strong disciplinary rationale is provided in the proposal.

Generally, these documents are short, with direct comments on each of the above items that are applicable.

Approvers

Approvals for adding accelerated master's tracks to existing master's programs are required from appropriate department faculty committee(s), department chair(s), college graduate committee(s), dean(s), Graduate Council Curriculum Subcommittee, vice provost and dean of the Graduate College, and the provost.

Approval process

After approval by the appropriate department(s) committee and the college graduate committee, the Graduate Council Curriculum Subcommittee will review the proposal. Proposals should be submitted to the Graduate College. Graduate Council requires two weeks' review and will normally schedule consideration of this at the next available meeting. Proposals submitted to the Graduate College less than two weeks prior to a scheduled meeting will generally not be reviewed at that meeting, but at the next one. The authors will be invited to the Graduate Council Curriculum Subcommittee meeting to answer questions concerning the proposal.

Online programs

For online programs, consider the personnel requirements of delivering courses including if assistance is needed to be able to offer the course online, such as graduate or undergraduate students, and enrollment limits if necessary in order to offer the course without affecting faculty workload. Discuss proposed delivery strategies with all involved program faculty members, the department chair, college graduate coordinator, and distance learning coordinator. Information about offering courses through distributed learning (either fully online, mixed mode, or interactive two-way television) can be obtained at the Website <http://online.ucf.edu> and by e-mail at online@mail.ucf.edu.

Approvers

Approvals for regular and online courses are required from appropriate department faculty committee for all departments involved in the program, department chair(s), college graduate committee(s), dean(s), institutes and center directors, Graduate Council Curriculum Subcommittee, vice provost and dean of the Graduate College, and provost.

X. Significant revisions in a graduate program

Any change to a graduate program that includes adding or revising courses or hours of required core courses, significant changes to the electives, added areas of specialization, or revisions to graduate courses taught outside the program should be considered by the Graduate Council. The proposing unit should state the nature and rationale for the change and provide a current graduate catalog copy of the existing program. It is important in describing the change to indicate the following:

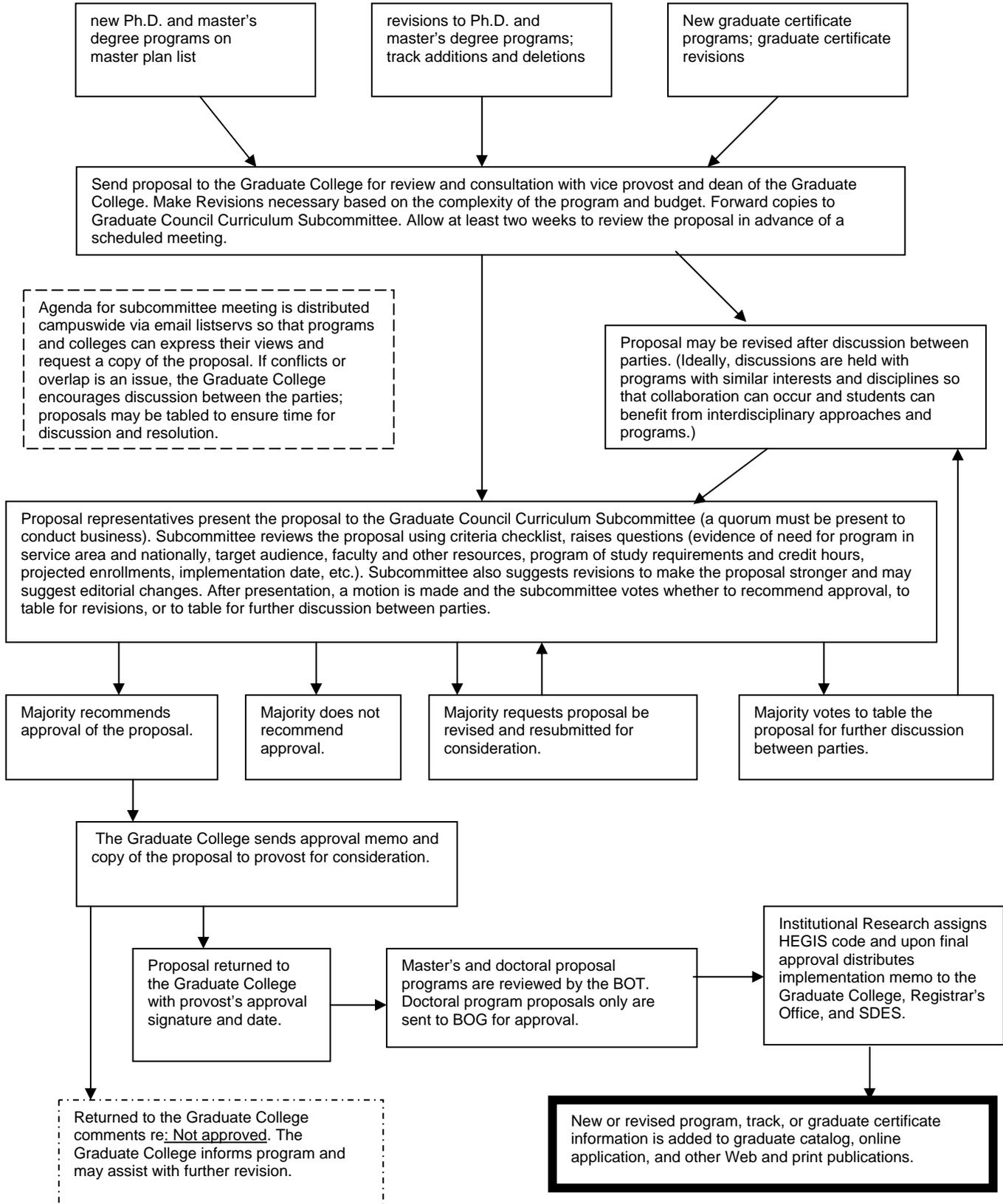
- rationale for the change
- description of the change and comparison to current graduate catalog copy
- when the change should go into effect
- whether there is a need for tracking of students in new areas of specialization
- the affect of the described changes on other units

Approvers

Approvals for significant revisions in a graduate program are required from appropriate department faculty committee(s), department chair(s), college graduate committee(s), dean(s), Graduate Council Curriculum Subcommittee, vice provost and dean of the Graduate College, and provost. Upon approval the new master's degree programs will be added to Board of Trustees agenda for BOT approval. Doctoral programs require BOT and Board of Governor's approval.

XI. Flowchart of Graduate Council Action

Degree Program, Track, and Graduate Certificate Review and Approval



XII. Course Action and Special Topics Requests Style Guide

Course action requests for addition

Course Prefix and Number:

All requests for new courses must use the course prefix and the course level with “XXX” such as PSY 5XXX, PSY 6XXX, or PSY 7XXX. The course prefix is not “owned” by a department or college; it corresponds to the discipline, and can be used by different departments/ colleges. A list of course prefixes is included in the Graduate Catalog. Note: Course numbers are assigned by Tallahassee. Even if a course had a number in use by another SUS institution or had a number at one time at UCF, it should not be used on the course addition request form.

Course Title:

The title should be clear and correspond closely to the course content and description. If words like “Introduction” or “Advanced” are used, be sure that these modifiers correspond to the course level and content, as well as to current courses that are offered. There are times that the course numbers assigned to courses in a sequence such as “Psychological Research Methods I,” “Psychological Research Methods II,” and Psychological Research Methods III,” will not be assigned sequential numbers.

Credit Hours:

Most courses are three credit hours and are designated: 3(3,0) on the CAR. Be sure to indicate hours of credit, and contact hours, which include hours and class and hours of laboratory or field work if that is applicable. Example: ECI 5215C, 3(2,3) carries 3 hours of credit, but requires 5 contact hours which consist of 2 hours in class and 3 hours laboratory or field work.

Academic Affairs Approved Instructor:

The name of the instructor listed must be qualified to teach the course. This person should be also listed in the Graduate Faculty section of the graduate catalog. They also should be a member of the graduate faculty.

Term offered:

Indicate the semester that the course is to be offered/ open for registration.

17-Character abbreviation:

This abbreviation should correspond to the course title and cannot exceed 17 characters including spaces. Remember: this abbreviation (printed all in capital letters) will identify the course in the course schedule, in student records listings, and on the student’s transcript. It should clearly represent and describe the course in question. Also, fill in the 30-character abbreviation box. Some time in the future, all character abbreviations will be updated to 30-character.

Course Description:

There is a 25-word limit to the course description so aim for clarity and concision. Avoid beginning the description with unnecessary words like, “This course examines research issues,” “This course is designed to provide” “This course is a.” Instead eliminate

redundancy by writing: "An examination of research issues . . ." "Designed to provide students with . . ." or "Provides students with . . ." "A critical analysis of educational research designs."

Indicate Yes or No for:

Will lab fees be charged?

Repeatable Courses:

May the course be repeated for credit? Indicate Yes or No. How many times? For repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Will the course be graded S/U?

If program decides to change this decision a CAR for revision must be submitted for approval.

Course prerequisites (PR) and/or corequisites (CR):

Include any prerequisite and/or corequisite course(s) that are required for enrollment in the course. Be clear and use "and" and/or "or" rather than separating courses with commas, which can be misinterpreted. Even if there are no specific PR or CR courses, graduate level courses at the 5000 – 6000 level should have a PR of "graduate standing" and/or "C.I." and/or "admission to X graduate program." Courses at the 7000-level are for Doctoral students only, and may include "Admission to the X Doctoral program" or "Doctoral standing." Flexibility can be indicated by the addition of "C.I." (consent of instructor" to the PR/CR); "C.I." can also be used to indicate that consent of instructor is required for registration.

Discussions with other programs/ colleges regarding possible course duplication or conflict:

Programs/ colleges are required to contact programs/ colleges who have courses and program offerings in similar content areas. It is best for program representatives to discuss concerns about course conflict and overlap directly and as early in the course development approval process as possible. Programs/ colleges with such concerns may request that a course request be tabled. The Graduate College will help to facilitate such meetings when necessary, and course requests may be tabled to give parties a reasonable amount of time to resolve differences.

Approval signatures and dates:

Request forms must have all necessary program and college approval signatures, before they are submitted (with attached syllabus) to the Graduate College.

Course syllabus:

A complete course syllabus must be attached electronically to the database and to the CAR for all new courses and course revisions.

Course database:

College staff member should input course information, including college approvals and dates, into the course database. The Graduate College will record the action taken at the university level. Course database is useful in tracking progress of a course request and checking if a number has been assigned by Tallahassee.

Course action requests for revision

Note: All revisions must be underlined (the course database will mark changes that are entered automatically).

Course Prefix and Number:

Current: Use course prefix and number assigned to the course/ listed in Graduate Catalog.

Proposed revision: Indicate new prefix (if needed) and/or new course level (5XXX, 6XXX) if a level change is requested.

Course Title:

Underline portions of course title that are being revised. Consult catalog or course database for current wording.

Credit Hours:

Current: credit hours currently listed.

Proposed revision: credit hours requested.

Course Description:

Underline portions of course description that are being revised. Consult catalog or course database for current wording.

Indicate Yes or No for:

Will lab fees be charged?

May the course be repeated for credit? If yes, how many times? For repeatable course, indicate in the syllabus what will remain the same and what will change when the course is repeated. Also indicate who approves content before a course is repeated.

Will the course be graded S/U?

If program decides to change one of these decisions a CAR for revision must be submitted for approval.

Course prerequisites (PR) and/or corequisites (CR):

Underline PR and/or CR that are being revised, added to, or deleted. Consult catalog or course database for current PR and CR.

Discussions with other programs/ colleges regarding possible course duplication or conflict:

Revisions to course title, description, and course content should be discussed with programs/ colleges who have courses and program offerings in similar content areas. It is best for program representatives to discuss concerns about course conflict and overlap directly and as early in the course development approval process as possible. Programs/ colleges with such concerns may request that a course request be tabled. The Graduate

College will help to facilitate such meetings when necessary, and course requests may be tabled to give parties a reasonable amount of time to resolve differences.

Approval signatures and dates:

Request forms must have all necessary program and college approval signatures, before they are submitted (with attached syllabus) to the Graduate College.

Course syllabus:

A complete course syllabus must be attached to the CAR and also attached electronically in the database.

Course action requests for deletion

Course Prefix and Number:

Course prefix and number assigned to the course/ listed in Graduate Catalog/ course database.

Course Title:

Course title as listed in catalog/ course database.

Credit Hours:

Credit hours as listed in catalog/ course database.

Course Description:

Course prerequisites (PR) and/or corequisites (CR):

Not applicable

Discussions with other programs/ colleges regarding possible course duplication or conflict:

Not applicable

Approval signatures and dates:

Request forms must have all necessary program and college approval signatures, before they are submitted to the Graduate College.

Justification for Course Deletion:

Complete this section and be sure to indicate whether departments/ programs whose students need this course are a prerequisite or required course have been notified in writing.

Syllabus:

No syllabus needed. Note: The only time that a course syllabus does not need to be attached to the CAR form is for a course deletion.

Special topics requests

Course Prefix and Number:

After the course prefix, Special Topics requests must use the generic number for the appropriate course level. Example: PSY 5937, PSY 6938, PSY 7939.

Course Title:

Begin the title for Special Topics courses with "ST:" The title should be clear and correspond closely to the course content and description. If words like "Introduction" or "Advanced" are used, be sure that these modifiers correspond to the course level and content, as well as to current courses that are offered.

Credit Hours:

Most courses are three credit hours and are designated: 3(3,0) on the CAR. Be sure to indicate hours of credit, and contact hours, which include hours and class and hours of laboratory or field work if that is applicable. Example: ECI 5215C, 3(2,3) carries 3 hours of credit, but requires 5 contact hours which consist of 2 hours in class and 3 hours laboratory or field work.

Academic Affairs Approved Instructor:

The name of the instructor listed must be qualified to teach the course. This person should be also listed in the Graduate Faculty section of the graduate catalog. Instructors should be members of the graduate faculty.

Term offered:

Indicate the semester/ year that course is to be offered/ open for registration.

17-Character abbreviation:

All special topics course title abbreviations begin with "ST:" so you only have 14 characters to work with. This abbreviation should correspond to the course title and cannot exceed 17 characters including spaces (including ST). Note: this abbreviation (printed all in capital letters) will identify the course in the course schedule, in student records listings, and on the student's transcript. It should be clearly indicate and describe the course in question. Also, fill in the 30-character abbreviation box. Some time in the future, all character abbreviations will be updated to 30-character.

Course Description:

There is a 25-word limit to the course description so aim for clarity and concision. Avoid beginning the description with unnecessary words like, "This course examines research issues," "This course is designed to provide" "This course is a." Instead eliminate redundancy by writing: "An examination of research issues . . ." "Designed to provide students with . . ." or "Provides students with . . ." "A critical analysis of educational research designs."

Course prerequisites (PR) and/or corequisites (CR):

Include any prerequisite and/or corequisite course(s) that are required for enrollment in the course. Be clear and use "and" and/or "or" rather than separating courses with commas, which can be misinterpreted. Even if there are no specific PR or CR courses, graduate level courses at the 5000 - 6000 level should have a PR of "graduate standing" and/or "C.I." and/or "admission to X graduate program." Courses at the 7000-level are for Doctoral students only, and may include "Admission to the X Doctoral program" or "Doctoral standing." Flexibility can be indicated by the addition of "C.I" (consent of instructor" to the

PR/CR); "C.I." can also be used to indicate that consent of instructor is required for registration.

Discussions with other programs/ colleges regarding possible course duplication or conflict:

Programs/ colleges are required to contact programs/ colleges who have courses and program offerings in similar content areas. It is best for program representatives to discuss concerns about course conflict and overlap directly and as early in the course development approval process as possible. Programs/ colleges with such concerns may request that a course request be tabled. The Graduate College will help to facilitate such meetings when necessary, and course requests may be tabled to give parties a reasonable amount of time to resolve differences.

Approval signatures and dates:

Request forms must have all necessary program and college approval signatures, before they are submitted (with attached syllabus) to the Graduate College.

Course syllabus:

A complete course syllabus must be attached to the ST and also attached electronically to the database.