# Academic Program Guide for
## Undergraduate and Graduate Curriculum

**Updates: 3.8.13**

### CURRICULUM COMMITTEES

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Curriculum Committees

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 program faculty and further approved by the chair/director. These are next reviewed by the college undergraduate and graduate committees, and further reviewed 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 review and forward items to the college.

The primary responsibilities of the college Curriculum and Standards committees are to:
- Review proposed courses, syllabi, and programs for academic appropriateness
- Review course and program descriptions to ensure they are academically sound, meaningful, and clearly proposed
- Ensure deleted courses do not affect another department’s curriculum
- Review course and degree fees for appropriateness
- Maintain academic standards

A departmental representative should plan to attend the college and university curriculum meetings to present items and address any questions.

Undergraduate Committees

Undergraduate Curriculum and Standards Committee
College committee that handles all undergraduate course and program review
https://admin.cos.ucf.edu/Curriculum/CurricInst.php
  Dr. Teresa Dorman
  Assisted by: Tonya Walker

UPCC: Undergraduate Policy and Curriculum Committee
University committee that handles all undergraduate program review (including catalog copy)
http://undergrad.ucf.edu/faculty/upccschedule.php
  Dr. Elliot Vittes
  Assisted by: Hannah Malone

UCRC: Undergraduate Course Review Committee
University committee that handles all undergraduate course review (CA/ST)
http://undergrad.ucf.edu/faculty/ucrc/ucrc_schedule.php
  Dr. Heath Martin
  Assisted by: Mariana Chao
Graduate Committees

Graduate Curriculum and Standards Committee
College committee that handles all graduate course and program review
https://admin.cos.ucf.edu/Curriculum/CurricInst.php
  Dr. Teresa Dorman
  Assisted by: Tonya Walker

Graduate Council’s Graduate Curriculum subcommittee (GCGC)
University committee that handles all graduate course (CA/ST) and program review
(including catalog copy)
http://www.graduatecouncil.ucf.edu/Curriculum/
  Dr. Max Poole
  Assisted by: Rhonda Nelson

Submission Deadlines:
College meeting dates are set each semester based on the university submission deadlines. All program and course revisions and new program and course requests should be submitted for review by the college committee during the fall semester for inclusion in the next year’s catalog copy.

The state may approve new courses in a few weeks (to assign new numbers), but this may take up to several months. State approved courses are “rolled” into the Catalog Database by early March and are effective in May of each year.

Material and Supply Fee and Equipment Fee requests are reviewed annually in the mid-fall semester (usually October).

Programs: New/Revise/Delete
Programs should be reviewed annually and submitted to the college curriculum committee only once each academic year (in the fall) for inclusion in the following year’s catalog copy. All curricula should be reviewed and approved by the program curriculum committee and approved by the chair/director of the department prior to being submitted for college review.

In general, any new or revised curriculum should be reviewed by the last meeting of the fall semester to ensure inclusion in the following year’s catalog.
New Degree Program

New Degree Pre-Proposal Process
All new degree programs (bachelor, master, doctoral) must be included on the university's master plan and must complete a pre-proposal process that includes pre-approval by the college dean. The following items are required:

- New Academic Degree Program Authorization Pre-Proposal Form (available from the COS Dean’s Office)
- Should be a collaboration between department, college, and university office (Undergraduate Studies or Graduate College)
- Must provide data in support of needs and demands
- Must addresses potential impact on department resources including faculty instructional resources, space, funding, etc.

This pre-proposal process will involve a review by the Counsel of Academic Vice Presidents (who are the provosts of each SUS institution). They will review the document, focusing on ensuring that the proposed degree program will benefit the state and does not overlap with existing degree programs.

There is a good bit of overlap in the information required in the pre-proposal process as is required in the full proposal; however, the full proposal is not required until pre-proposal has been submitted and approved by the dean of the college. State approval should be recommended by the time the program is presented to the university committee (UPCC/GCGC).

Once approved for proposal, all new degree programs must follow the Board of Governor’s (BOG) template for new degree proposals and must be accompanied by the degree proposal worksheets. If you are developing a new degree program, please request a timeline to outline the progress benchmarks for program review and approval and to meet the anticipated start date.

Please take into consideration the following when developing any new degree proposal:

Primary Considerations
1. Rationale
   a. What are the educational, research, and professional objectives of the program?
   b. How does this degree support the university's missions? The university's strategic plan?
   c. How will this degree contribute to the SUS strategic plan?
      i. Critical need areas of education, health professions, or security and emergency services
      ii. Economic development for globalization or regional workforce demand
      iii. Science, technology, engineering, and mathematics (STEM)
d. (If not being developed from a track/concentration) Why not start the program as a track or concentration?

e. (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?

f. (If an existing level degree exists) What is gained by separating this from the existing degree? What is gained by making a separate degree?

g. Is there an existing example of a benchmark program to which this degree aspires?

2. Need
   a. Why does UCF need this degree?
   b. How is this program different from existing programs (see CIP)?
   c. What similar degrees are available at UCF? Within the SUS?
   d. Is there an existing or related degree that would provide the same education?
   e. Are there particular groups/companies/entities requesting this degree area of expertise? Is this area of expertise otherwise unavailable at UCF? (Support from advisory council, local/state entities?)
   f. How will this degree contribute to the Florida workforce?

3. Expected Audience (Demand)
   a. Who (majors/interested groups) will take this degree?
   b. How many students may enroll in this degree annually?
   c. What impact will this degree have on other degrees or programs in your unit? What shifts in enrollment may occur?
   d. How will you ensure a diverse body of students?

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. Are you using courses from other departments? Need memo of no conflict.
   c. Are there new courses that need to be proposed?
   d. Should current courses be revised/deleted?
   e. Do the common program prerequisites impact your course considerations?
   f. Prerequisites. Double-check that your prerequisites are correct (undergraduate COS course prerequisites are enforced within the registration system)

5. Faculty Resources
   a. Do you have the faculty necessary to cover any enrollment increases that may result in the need to open more sections?
   b. Can your faculty handle increases in enrollments in existing sections?
   c. (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.

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.

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 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 program per year?
    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?
Approvals:

New bachelor's programs are reviewed and approved by the university (UPCC), sent to BOT's Education and Programs subcommittee for review and approval, and then sent to the full BOT and then the BOG for notification. A program will also need review and approval by the BOG if:

- the new program is vastly different from any program currently offered by UCF.
- the new bachelor's program is limited access or requires more than 120 hours for the degree.

New master's programs are reviewed and approved by the university (GCGC), sent to the BOT's Education and Programs subcommittee for review and approval, and then sent to the full BOT and the BOG for notification.

New doctoral programs are reviewed and approved by the university (GCGC), sent to the BOT's Education and Programs subcommittee for review and approval, sent to the full BOT for notification, and then sent to the BOG for review and approval.

New Track, Specialization, Concentration, Minor, or Certificate

If you are developing a new track, specialization, concentration, minor, or certificate; it should have supporting documentation that addresses the following:

Primary Consideration

1. Rationale
   a. What is gained by providing this program? What is the value added?
   b. Why is this program not being started less formally (ex: minor instead of track? certificate instead of minor?)
   c. How is this program different from what's already available to the student? (in their major or through advising)

2. Need/Demand
   a. How is this program different from existing programs?
   b. Why does our college/UCF need this program?
   c. If students were interested in this program, are there any current/similar programs within UCF where they could get the same education?
   d. Are their particular groups/companies/entities requesting this area of expertise?

3. Expected Audience
   a. Who (majors/interested groups) will take this program?
   b. How many students may enroll into this program annually?
   c. (If minor/ certificate) Does this program fit within an existing degree at UCF?

4. Admission/Enrollment Requirements
   a. Is admission to/enrollment into this program restricted in any way? How? Why?
b. If undergraduate minor/certificate:
   i. How do prerequisites courses impact the number of hours needed to complete the minor/certificate? Can they be met within the GEP?
   ii. Of those majors that may take the minor/certificate, are there enough available unrestricted electives to complete this minor/certificate?
   iii. Is it feasible to accept the “CI” option of the prerequisite for students who are taking courses only for the minor?
   iv. Should any of the prerequisite courses be included as required in the minor/certificate’s core or required electives?

5. Courses
   a. Are you using courses from other departments? Need memo of no conflict
   b. Are there new courses that need to be proposed?
   c. Should current courses be revised/deleted?
   d. Prerequisites. Double-check that your prerequisites are correct (undergraduate COS course prerequisites are enforced within the registration system)

6. Resources
   a. Do you have the faculty necessary to cover any enrollment increases that may result in the need to open more sections?
   b. Can your faculty handle increases in enrollments in existing sections?
   c. Will you need to/Can you offer additional lab/discussion sections?
   d. Other resource considerations: equipment, materials, space, etc.

If proposing a new minors or certificate, please also note the following:
• Minors and 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 minimum-level course requirements, one should consider what’s best for student outcomes

Approvals:
New tracks of degree programs, specializations, concentrations, minors, and certificate programs are only reviewed and approved by the university (UPCC or GCGC).

Program Revision
If something is not correct in the catalog, fix it.

Programs revisions are limited to one submission per academic year; therefore, all possible revisions should be examined and submitted together. Note: Changes to common program prerequisites and total hours are not permitted through this process and require separate attention.

Undergraduate Programs

Significant/major 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, foreign language requirements, required/restricted electives (type and or number), total hours, admission, residency, graduation requirements, and GPA requirements.

These changes require:
1. Program recommendation form
   a. Rationale for the change/new program
   b. Detailed description of the change/new program
   c. Include any copies of emails/discussions with other programs
   d. Include any other relevant information
3. Catalog copy with changes tracked (not necessary for deletion)

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 only require:
1. Catalog Copy (tracking changes)
2. Very general memo simply stating that “editorial changes were made to xxx” (template available from COS Administrative website: https://admin.cos.ucf.edu/Curriculum/Curriculum.php)

Several very minor editorial changes (ie. updating contact information, correcting spelling, and correcting typographical errors) can be made with the final catalog edits (the “blue lines”).

Graduate Programs

Significant/major program revisions
Major changes include, but are not limited to, changes to core course requirements, required/restricted electives (not general electives), total hours, and examination or culminating academic experience requirements. These changes require the following items, but we always recommend including a memo that more easily outlines the revisions and rationale:
1. Program recommendation form
2. Catalog copy with changes tracked (not necessary for deletion)

Primary Consideration
When proposing any significant changes, please take into consideration the following:
1. Rationale
   a. Why are the revisions necessary/needed?
2. **Expected Audience**
   a. Will this change impact who will enroll into this program? How? Who will be affected?
   b. Will the number of student who will enroll in program change? How?
   c. How will students currently in the program be affected?

3. **Resources**
   a. Any impact on faculty, class enrollments, lab/discussion sections, other?

4. **Completion**
   a. Will these changes improve/impact completion rates?
   b. Will these changes have any impact on job outcomes?

5. **Courses**
   a. Are you using courses from other departments? Need memo of no conflict.
   b. Are there new courses that need to be proposed?
   c. Should current courses be revised/deleted?
   d. Review the term or terms a course is offered. Is this still correct with current scheduling practices?
   e. Prerequisites: Double-check that your prerequisites are correct (undergraduate COS course prerequisites are enforced within the registration system)

6. **Progress Benchmarks/Degree plan (Undergraduate)**
   a. Review text of current degree audit and suggest changes, if needed.
   b. To complete the degree, what benchmarks (courses) should be met by the end of the first year? End of second year?
   c. Review the four-year 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.
   d. Review four-year plan carefully and be sure it works logically with the courses prerequisites. Keep in mind that the First Year advisors will use the first year of your plan.
   e. 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)?

7. **Progress Benchmarks/Degree plan (Graduate)**
   a. What is the culminating academic experience? What is the “deliverable” associated with this experience?

8. **General Review**
   a. Any contact information need to be updated?
   b. Any grammatical clarifications or changes needed?
   c. Review your programs’ requirements as published in the catalog. Edit as needed including clarifying text.
   d. (Undergraduate programs) Are Common Program Prerequisites correctly represented?
Approvals
The majority of program revisions are only reviewed and approved by the university (UPCC or GCGC). If the revision involves a change of name or degree type (ex. B.A. to B.S.), BOT approval is also needed with notification to the BOG.

For a graduate program, if you are simply changing the name of a concentration or area of emphasis, you simply need to update catalog copy when changes can be made.

Suspending or Inactivating a Program

If suspending a program, you need to take into account the impact on currently enrolled students. If a program is suspended, it will temporarily cease to enroll majors or admit students for a designated period of time. 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 college no longer supports the program.

Primary Considerations

Please also take into consideration the following when suspending or inactivating a program:

1. Rationale
   a. Why is the program being suspended/inactivated?
   b. If suspended, for how long will the program be suspended? When will it be reactivated?

2. Impact on currently enrolled students
   a. If suspended, assurances that currently enrolled students will be able to complete the program
   b. If inactive, teach-out plan for currently enrolled students or identify program to which continuing students will be moved

3. Impact on Faculty Teaching
   a. How will faculty resources be redistributed and/or impacted?

Approvals

Suspended or inactivated programs are only reviewed and approved by the university (UPCC or GCGC). The BOT/BOG is also notified.

Courses

All courses must be approved by the program curriculum committee and chair/director. They will be further reviewed by the college and the appropriate university (UCRC or GCGC) committee. All courses will also be approved by the state and once state approval is received, the course is published as a part of the catalog. Only published course information and prerequisites can be enforced.
Types of Course Requests

Course Action
Course Action (CA) Requests are used to propose new, permanent courses; to revise an existing course; or to delete a course. All new course and most revised courses must have a syllabus included with the course action request (deleted courses do not need a syllabus).

New courses should always be proposed as PFX 4xxx, where the prefix and course level (3K, 4K, 6K, etc.) are requested. The final course number will be determined by the State of Florida’s common course numbering committee. See [http://scns.fldoe.org](http://scns.fldoe.org) for common course descriptions and information; and for all levels of courses, see the graduate or undergraduate catalog for information about statewide common course numbering.

If you want to propose a new, permanent course and schedule it within the coming year, you will need to propose it both as a Course Action and Special Topic. The Course Action is needed to request it as a permanent course, and the Special Topic is needed to ensure that the course is given a number and receives approval so it can be scheduled under a temporary number. The temporary course number will be the corresponding Special Topic number:

1K=1931  2K=2930  3K=3930  4K=4932  5K=5937  6K=6937  7K=7939

Special Topic
Special Topic (ST) Requests are used to propose new, temporary courses, and once approved can be offered up to two times (honors special topic courses can be offered up to four times). All special topic requests must have a syllabus. If you want to offer a ST course a third time, you will have to re-propose the course as a ST; however, you should examine whether or not the course is appropriate for development as a permanent course. Please see above for the course numbers assigned to special topic courses.

Where to Find the Forms:

**Undergraduate**
Undergraduate Studies page > Faculty > Forms

**Graduate**
Graduate Council page > Graduate Curriculum Committee > Forms

Elements of Course Requests

**Academic Affairs Approved Instructor**
An Academic Affairs Approved Instructor must be added to the CAR and ST request forms. The person listed should be qualified to teach the course and must be listed in the SACS Faculty Qualifications Database.
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 prefixes. The course’s level is determined by the first number of the course (ex. 3xxx); however, the state’s common course numbering system (see above) will determine the final digits of a course number.

Prerequisites
Upper-level courses should have prerequisites that identify the level of mastery needed to be successful in 3- and 4000 level courses. If you choose not to assign 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 (1 or 2000) course.

If revising a prerequisite, be certain to take into consideration the impact this may have on students and faculty.

17-Character and 30-Character Title Abbreviation
The 30-character abbreviation will appear on the student’s transcript. Remember to leave spaces between the abbreviated words or phrases.

Repeatable Courses
For courses that can be repeated, indicate on the CAR how many times the course can be repeated. Indicate in the syllabus what parts of the syllabus will remain the same and what parts will change when the course is repeated. Also include the name of the committee/faculty member who will approve the content before a course is repeated.

Rationale
All new and revised courses must include a brief rationale. This can (and in some cases should) be expanded upon in an accompanying memo.

Discussions/Duplications
Possible course duplications and conflicts with other departments or colleges should be discussed with appropriate parties before submitting a course. Provide detailed justification (emails, etc.) on these discussions.

Syllabus
The syllabus must address the mandatory components (per UCF Policy 4-403) identified below (1-9). For additional guidance with syllabus development, please refer to the Faculty Center for Teaching and Learning’s syllabus website:
www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/
1. **Course Information**
   a. Course title; Prefix and Level (e.g. BIO 5xxx); Credit hours (including lab, discussion hours); Instructor name; and Office location and hours or Web hours
   b. The level determines who may enroll without special permission:

<table>
<thead>
<tr>
<th>Level</th>
<th>1000 – 4000 Level</th>
<th>5000 Level</th>
<th>6000 Level</th>
<th>7000 Level</th>
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<tbody>
<tr>
<td>Freshman through Junior</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Senior</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Masters/Non-Degree Seeking</td>
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<tr>
<td>Doctoral</td>
<td>Yes</td>
<td>Yes</td>
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<td>Yes</td>
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   Note: UCF does not offer remedial courses.

2. **Prerequisites**
   a. Indicate prerequisite courses, or knowledge and skills that students must possess.
   b. Prerequisites are enforced in the registration system for all undergraduate courses.

3. **Course Description**
   a. Describe what information or topics this course will cover.
   b. Avoid “This course includes...” or other general statements at the beginning of a description

4. **Course Goals (Rationale and Purpose)**
   a. Explain the rationale as you would to colleagues: why should this course be added to the curriculum?
   b. Explain the purpose of the course as you would to interested students. How does the course fit into the academic program or discipline? Highlight course goals and objectives.

5. **Readings (Required/Optional Texts)**
   a. List or describe required texts, readings, and supplementary materials.

6. **Course Calendar or Topics**
   a. As appropriate, include a list of topics to be covered or a course calendar.

7. **Course Requirements (Assignments/Exams)**
   a. Describe planned assignments and exams (include date and time of final exam, if known)

8. **Methods of Evaluation (Grading Procedures)**
   a. Explain how grades will be determined (e.g., the weight given to assignments, tests, participation, etc.) per the plus-minus grading policy.
   b. Include how grades will be posted/available to the student.

9. **Makeup Exam Policy**
   a. Include information about makeup exams (or lack thereof)

10. **Academic Integrity Policy and Student Disabilities Information**
    a. While not presently required to be a part of any syllabus, there is currently a policy under review to require inclusion of a statement both about academic integrity and students with disabilities.
**Course Revisions**

It is generally recommended that an updated syllabus accompany all course revisions. If the revision includes changes to the course description or hours, an updated syllabus is required.

NOTE: If a course revision is a name change, and the previously named course has a Material and Supply (M&S) fee associate with it and the revised course will not automatically have the M&S fee follow the course. The M&S fee needs to be indicated on the CA revision form.

**Deleted Course**

Every five years, courses are submitted to a review for activity and those that have not been offered in five years should be considered for deletion. *(If your program wants to retain the course, rationale must be provided for continuation of the course.)*

(Undergraduate Only) If a course is deleted and it appears anywhere in the catalog, a program revision must be submitted to remove the deleted course from the catalog copy. This is considered a “minor” revision.

**Split-Level Courses**

Split-level courses include any division of course by one level: for example, 3000/4000 level split; 4000/5000 level split, etc. When proposing split-level course, in addition to two course action requests (note the unique form for the graduate level offering, below), there must be two distinct syllabi that clearly identify the differences of requirements and responsibilities between the two levels. The advanced level course must show a more intense and more advanced level of mastery through texts/readings, assignments, and evaluations.

If a new course is being proposed as split-level, it will follow the entire approval process. If the course includes an undergraduate/graduate level split, the course syllabi are reviewed by both the graduate and undergraduate level college committees. These courses are further reviewed only by the Graduate Council’s Graduate Curriculum Committee (GCGC).

The graduate course form to propose a new split-level course is found here: [http://www.graduatecouncil.ucf.edu/Curriculum/Forms.aspx](http://www.graduatecouncil.ucf.edu/Curriculum/Forms.aspx)

**Dual listing** of a course is prohibited. Dual listing is the case when one course is not approved as, but is scheduled as two different prefixes and/or numbers and the course content is the same.

**New Honors Courses**

(Undergraduate Only)

New Interdisciplinary Honors seminars are approved through the department, the Honors College, the college curriculum committee, and UCRC.
“Honorizing” a Course
When a department wants to create an honors version of an existing course, a regular Course Action request for a new course is submitted with the following requirements:

- Add H after the number
- “Honors” should be somewhere in the title
- Prerequisites should include “and consent of honors”

“Honorized” courses do not need pre-review by the Honors College; however, they are normally consulted in the process (and most often they initiate the process).

Fees

Materials and Supply Fee Requests/Revisions
Material and Supplies fees are applied to each student enrolled into a specific course “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.” (FL Statute 1009.24 (14){i})

These fees cover expendable or consumable items that are above and beyond the normal materials and supplies used in classroom instruction (lab, clinical, studio supplies), but these fees cannot be used for personnel services, computers, third-party services, or equipment purchase/rental. The fee must be legitimate, justifiable, and able to be audited.

The maximum one can request for any course is $70. This fee is reviewed by the college and university (UPCC/GCGC) committees.

Equipment Fee Requests/Revisions
Equipment fees are applied to each student who is in the major or degree program and is used for the purchase, maintenance, and repair of equipment used by students in that major or degree program. This fee cannot be used to pay for third-party services or for equipment that is not used directly by the students.

The maximum one can request is $90/semester for full-time students and $45/semester for part-time students. This fee is reviewed and approved by the college and university (UPCC/GCGC) committees and by the BOT.

Where to find the forms:

Undergraduate
Undergraduate Studies page > Faculty > Forms
http://undergrad.ucf.edu/faculty/forms.php

Graduate
Graduate Council page > Graduate Curriculum Committee > Forms
http://www.graduatecouncil.ucf.edu/Curriculum/Forms.aspx

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Calculating Fees:
Fees can only be collected for items that are used by the students and are either “consumed” (aka used up, used completely) during the semester the student is enrolled into the course (M&S Fee) or will be used by the students enrolled into the major/degree program (Equipment Fee).

To calculate fees, it is recommended that:
1. Record all the items purchased for the course over a year
2. Provide details of each item
3. Provide the total cost of each item
4. Divide the total amount spent by the number of students enrolling over the year
5. The cost per student does not need to exactly total the amount requested (in fact those look too suspicious)
6. Recommend having the total being more than you request (assuming it is all real) in case items are vetoed by the committee or provost.