

19 March 2008

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**Approval of Academic Program Procedures:
Board of Governors Regulation Compliance**

PROJECT

The Board of Governors (BOG) last spring promulgated changes in academic program authorization that require action on our part (Appendices A, A1-A2). The required actions involve: (a) including new criteria in evaluation of new academic programs; and (b) obtaining approval by the UF Board of Trustees of the processes we use to approve new academic programs.

The following summarizes the steps that must be taken to bring us into compliance with the new BOG regulation. UF obtained an extension on the BOG timeline stated in the Vice Chancellor's memo; however, BOG has stated that it will not consider any new proposals for doctoral programs until university BOTs have approved internal processes.

This project focuses on documenting and approval of existing procedures. Any discussion of changes to procedures could be carried out as a separate project, preferably on a later time frame.

1. Revised new degree criteria:

Need: New information requested, which BOG incorporated into its new proposal template (Appendix B). The changes are minor: "Research and Service" added to "Need and Demand" section (to include criteria other than enrollments), and new criterion for Projected Benefit of the Program to the University, Local Community, and State.

Action: Place new template on website. (Status: Done
<http://www.ir.ufl.edu/acadpgms.htm>)

2. New Degree Program Authorization:

- a. "Devolves program quality assurance and sufficiency of resources to the UBOT."
- b. Creates twice a year BOG approval schedule: Submissions March and September; hearing June and November.
- c. UBOT needs "to adopt policies for degree program planning and approval":
 - formal process for determining which new programs the university will explore during the strategic plan cycle;
 - formal process for appropriate curriculum, financial, and administrative review of proposed programs by university entities;

- external consultant to review all doctoral program proposals;
- UBOT review process that includes consideration of BOG criteria and costs;
- A copy of the university policies to be provided to BOG.

Need: Description of current process, for passage by BOT. Process should include strengthening of sections related to merit, external comparisons, and budget.

Action: Draft policies based on current practices (Status: Done, Appendices C and D). Discussion input from deans, General Counsel, Graduate School, Academic Affairs Office, Institutional Resources, Faculty Senate, and UFBOT Educational Policy and Strategy Committee, and scheduling for UFBOT information and action item (Status: In process). Report to BOG.

3. Other Academic Program Authorization:

a. UBOT must “adopt specific policies consistent with applicable accreditation standards for planning and authorization of other types of academic and technical program offerings. The UBOT must adopt policies for”:

- Program Majors, Program Minors, Concentrations, Area of Emphasis, Tracks, and College Credit Certificates within a degree program.
- College Credit Certificates where more than half of the courses are not part of a degree program.
- Off-campus degree program offerings outside of assigned service area, degrees offered through continuing education and sponsored credit, and degree programs offered in foreign countries.
- Non-College Credit programs that lead to a credential for employment (Such programs are usually offered through continuing education).
- A copy of the university policies will be provided to the BOG.

Need: Written policies on all state-funded, for-credit programs in these categories. First two bullets included in Appendix C. Draft policy for continuing education, non-college credit courses (Status: Done, Appendix E).

Action: Will require discussion with and input from DOCE, General Counsel, Academic Affairs Office, Institutional Research, and UFBOT Educational Policy and Strategy Committee, and scheduling for UFBOT information item and action item (Status: In process). Report to BOG.

TIMELINE

- | | |
|------------------|---|
| March 4, 2008 | Discuss strategies with GC, AAO, and IR to bring project forward. |
| March-April 2008 | Communicate with FS Chair and other entities identified to get discussion on appropriate agendas. |

April-May 2008	Discussion with UFBOT Educational Policy and Strategy Committee
June 15, 2008	Information item on UFBOT agenda
September 2008	Action item on UFBOT agenda
September 2008	Report to BOG

APPENDICES

- A. Memorandum from R.E. LeMon, 20 April 2007
 - A1 FAC Regulation 6C-8.011 New Academic Program Authorization
 - A2 FAC Regulation 6C-8.002 Continuing Education
- B. "Florida Board of Governors Request to Offer a New Degree Program" template
- C. "Developing New Academic Programs at the University of Florida"
 - C1 "Criteria for New Degree Program Authorization"
 - C2 "Cover Page for New Degree Expedited Review"
 - C3 "New Degree Program Pre-Proposal Form"
- D. "Oversight, Review and Closure of Academic Programs"
- E. "New Academic Program Authorization (Non-college-credit)"

Appendix B

**Florida Board of Governors
Request to Offer a New Degree Program**

University Submitting Proposal

Proposed Implementation Date

Name of College or School

Name of Department(s)

Academic Specialty or Field

Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation
Timeframe

Projected Student Enrollment
(From Table 1)

Projected Program Costs
(From Table 2)

	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

Insert response here.

- A. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)**

Insert response here.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

Insert response here.

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with**

prospective students.

Insert response here.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

Insert response here.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

Insert response here.

- E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

Insert response here.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form,**

summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Insert response here.

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Insert response here.

- C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Insert response here.

- D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Insert response here.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Insert response here.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

Insert response here.

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Insert response here.

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the**

Limited Access Program Request form along with this document.

Insert response here.

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Insert response here.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

Insert response here.

- B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

Insert response here.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Insert response here.

Planning Process

Date	Participants	Planning Activity

Events Leading to Implementation

Date	Implementation Activity

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Insert response here.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Insert response here.

B. Describe the admission standards and graduation requirements for the program.

Insert response here.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

Insert response here.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Insert response here.

- E. Provide a one- or two-sentence description of each required or elective course.**

Insert response here.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

Insert response here.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

Insert response here.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Insert response here.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in**

Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

Insert response here.

IX. Faculty Participation

A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Insert response here.

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Insert response here.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Insert response here.

Insert response here.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

Insert response here.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

Insert response here.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

Insert response here.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

Insert response here.

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

Insert response here.

Appendix C

DRAFT 6 March 2008

DEVELOPING NEW ACADEMIC PROGRAMS AT THE UNIVERSITY OF FLORIDA

All academic programs at the University of Florida undergo a multi-level review and approval process in order to ensure academic rigor, articulation of goals for program excellence, accessibility and appeal to intended student audiences, and compliance with University and Board of Governor's Regulations related to academic programs. General criteria for review of all programs can be found at [website location].

FORMS:

Depending on the type of program and the stage of the approval process, there are three forms or guidelines to use.

1. New Degree Program Pre-Proposal Form: Required for all for-credit program approvals. [website location]

2. New Degree Expedited Review: To be used in cases where the Provost has approved a "fast track" approval process for undergraduate programs with existing minors or tracks already in place or master's programs with existing specializations, that can be converted to full programs. Ph.D. proposals **cannot** use this process. [website location]

3. Request to Offer a New Degree Program: This form must be filled out for final approval of **all** new degree program requests, except those that can proceed through the expedited review process. [website location]

APPROVALS:

New Bachelor's degrees: Requires departmental, college, university curriculum committee, Faculty Senate, Academic Affairs, and Board of Trustees approval.

New Master's and specialized graduate degrees: Requires departmental, college, university curriculum committee, Graduate Council, Faculty Senate, Academic Affairs, and Board of Trustees approval.

New Doctoral degrees: Requires departmental, college, university curriculum committee, Graduate Council, Faculty Senate, Academic Affairs, Board of Trustees, and Board of Governors approval.

New concentrations within existing degree programs: Requires Graduate Council approval.

DEFINITIONS:

Disciplinary Programs:

1. One program offered through one department within a college;
2. One program offered through one department from two colleges;
3. Several programs offered from one department;

4. One program offered through several departments with Graduate Council approved concentrations (e.g. marketing concentration and finance concentration are offered through departments of the same name under the program in business administration).

Interdisciplinary Programs:

One program offered through several departments from one or more colleges (e.g. audiology, plant cellular and molecular biology, interdisciplinary ecology, biomedical engineering).

Internally Approved Graduate Programs:

1. **Concentrations** (require Graduate Council approval). A Board of Trustees and/or Board of Governors approved program may offer one or more concentrations within the program. Concentrations appear on students' transcripts (e.g. "Major in Business Administration with concentration in Finance") but do not appear on the diploma.

2. **Interdisciplinary Concentrations** (require Graduate Council approval). A concentration offered through more than one program that would be shown on students' transcripts, e.g.:

--Hydrology: Offered through nine programs/departments across three colleges;

--Women's and Gender Studies: Offered through four programs within the College of Liberal Arts and Sciences; and

--Imaging Science and Technology (IST): Offered through eight programs across three colleges.

3. **Certificate**. Graduate departments may offer a graduate certificate with a graduate degree. The certificate will not show on students' transcripts. Certificates signed by the Dean of the Graduate School require Graduate Council approval. Colleges and departments may award their own certificates without Graduate Council approval.

4. **Joint Degree Programs**. This is a course of study leading to a graduate degree and a professional degree (JD, MD, DDS, PharmD, DVM). Normally 12 credits of professional courses are counted toward the graduate degree and 12 credits of graduate courses are counted toward the professional degree. Individual departments will determine whether or not a joint degree program is appropriate. Joint programs established prior to January 1, 2003 may have other requirements. New programs following these standards do not require Graduate Council approval.

5. **Combined Degree Programs**. These are combined bachelor's/master's programs of study which allow an undergraduate student to take graduate level courses prior to completion of the bachelor's degree and to count 12 graduate credits toward both degrees. Students admitted into a combined program normally have at least a 3.2 GPA and a score of at least 1100 on the verbal and quantitative portions of the GRE. Departments may establish higher standards. Individual departments will determine whether or not a combined degree program is appropriate. Combined degree programs established prior to January 1, 2003 may have other requirements. New programs following these minimum standards for admission and graduate credits do not require Graduate Council approval.

PROCESS:

The processes for approval for new undergraduate and graduate degrees, and for other types of program offerings, are somewhat different.

Developing a New Undergraduate Degree Program

New undergraduate degree programs require approval from the department, college, Office of Academic Affairs, Faculty Senate, and the Board of Trustees. The process involves two steps: a pre-proposal and a final proposal.

1. From Academic Affairs, request the format for submitting a pre-proposal and the form for submitting a proposal for a new degree program [website]
2. Contact the Office of Academic Affairs (letter to the Provost) and request to be included in the University's Master Plan List.
3. After vetting the pre-proposal through the college, submit it to the Provost's Office for approval.
4. If the pre-proposal is approved, the department finalizes the proposal and submits it to the college curriculum committee (or a similar committee). New course requests related to the program must be enclosed for approval.
5. If approved at the college level, the proposal is sent to the Office of the Associate Provost for Undergraduate Affairs. The Undergraduate Affairs Office staff will review the proposal for consistency with academic policies, then forward the proposal, along with staff assessments, to a sub-committee of the University Curriculum Committee, appointed by the Associate Provost, for an in-depth review and discussion with the department.
6. If approved, the proposal is sent to the full University Curriculum Committee as an information item and to the Faculty Senate Steering Committee for inclusion on the Senate agenda.
7. The Faculty Senate has two readings for proposals, first as an information item and finally as an action item.
8. If approved, the proposal is sent to the Provost's Office for inclusion on the agenda of the UF Board of Trustees.
9. If approved by the Trustees, the proposal is officially sanctioned by the university and notification is sent to the Office of the Registrar, Office of Institutional Planning and Research, and the Board of Governors for inclusion in the state inventory of degree programs.

Developing a New Graduate Degree Program

New graduate degree programs require approval from the department, college, the Graduate Council, Office of Academic Affairs, Faculty Senate, the Board of Trustees, and the Board of Governors (for Ph.D. programs). The process involves two steps: a pre-proposal and a final proposal.

1. From Academic Affairs, request the format for submitting a pre-proposal and the form for submitting a proposal for a new degree program [website]

2. Contact the Office of Academic Affairs (letter to the Provost) and request to be included in the University's Master Plan List.
3. After vetting the pre-proposal through the college, the dean may request an informal review by the Graduate Council.
4. The dean submits the pre-proposal to the Provost's Office for approval. If the Provost deems the pre-proposal viable, it will be submitted to external reviewer(s) for feedback.
5. If the pre-proposal is approved, the department finalizes the proposal and submits it to the college curriculum committee (or a similar committee). New course requests related to the program must be enclosed for approval.
6. If approved at the college level, the proposal is sent to the Graduate School. The Graduate School staff reviews the proposal for consistency with Graduate Council policies, viability, and articulation with existing programs, then forwards the proposal, along with staff assessments, to a sub-committee of the Graduate Council, appointed by the dean, for an in-depth review and discussion with the department.
7. The proposal is reviewed by the full Graduate Council during a monthly meeting at which time departmental and college personnel are invited to participate and provide clarifying information when needed.
8. If approved, the proposal is sent to the University Curriculum Committee as an information item and to the Faculty Senate Steering Committee for inclusion on the Senate agenda.
9. The Faculty Senate reviews proposals twice, first as an information item and finally as an action item.
10. If approved by the Faculty Senate, the proposal is sent to the Provost's Office for approval and inclusion on the agenda of the UF Board of Trustees.
11. If approved by the Trustees, the proposal goes to the Board of Governors for approval. The Board of Governors hears new doctoral degree proposals twice each year, with deadlines of September 7th and March 14th. If the proposal is approved, the degree is officially sanctioned and notification is sent to UF's Office of the Registrar and Office of Institutional Planning and Research, and the Board of Governors adds it to the state inventory of degree programs.

Developing a New Concentration or Interdisciplinary Concentration

These require approval from all associated department chairs and college deans before submission to the Graduate Council. No Board of Trustees approval is required. Concentrations appear on the transcript, but not on the diploma. Format for proposal for concentrations: [weblink]

Combined Bachelor's/Master's Degree Program

Departments and colleges may institute new combined programs from existing programs. New programs following these minimum standards for admission and graduate credits do not require Graduate Council approval: [weblink with standards]

Developing Joint Profession/Graduate Degree Programs

This is a guide for department and college use only in developing joint programs. Professional programs are defined as JD, MD, DDS, VMD, and PharmD. [\[weblink to guidelines\]](#).

These are the criteria generally considered to recommend a new degree proposal to the Provost. Used to review the proposal forwarded from the Senate Curriculum Committee or in the development stages if consulted by the unit requesting to implement the new degree.

University of Florida

Criteria for New Degree Program Authorization

I. PROGRAM DESCRIPTION

1. The level of the program is specified, as well as any tracks/specializations or for graduate programs concentrations.
2. For baccalaureate degree programs, the total number of credit hours does not exceed 120, otherwise a rationale is provided for an exception.
3. For PhD programs there should be at least 90 credit hours beyond the baccalaureate degree.
4. The academic rationale for the program is well-articulated and provides evidence of building upon areas of institutional strength

II. ASSESSMENT OF NEED (BY PUBLIC), DEMAND (BY STUDENTS), INSTITUTIONAL PRIORITY

1. The proposal builds on core academic strengths at the University of Florida or it is sufficiently innovative and sought by the state or private sector that this program ought to be added to the curriculum
2. The estimates of headcount and FTE students who will major in the proposed program are reasonable.
3. Actions are outlined for attempting to achieve a diverse student body, the signature of the EEO officer is provided.
4. The proposed program relates to specific institutional strengths (such as programs of emphasis, other academic programs and/or institutes and centers) or priorities articulated in the Strategic Work Plan.
5. If there have been program reviews or accreditation activities in the discipline pertinent to the proposed program, or in related disciplines, the proposal provides evidence that progress has been made in addressing the recommendations from those reviews.
6. A plan for excellence is included, including comparisons where appropriate to national peer programs.

III. PLANNING PROCESS AND TIMETABLE

1. The proposed program is referenced in the University's Strategic Work Plan and the goals

of the proposed program relate to the institutional mission statement as contained in the Strategic **Work** Plan.

2. There is evidence that planning for the proposed program has been a collaborative process involving academic units, relevant administrators, and appropriate constituencies.
3. The proposal provides a reasonable timetable of events leading to the implementation of the proposed program. (Note that the Board of Governors considers new program requests twice a year, in spring and fall.)
4. There is an indication that accreditation is appropriate for the proposed program and an appropriate timetable for seeking accreditation is provided or a rationale for not seeking accreditation is provided.
5. The proposal provides evidence that the institution has analyzed the feasibility of providing all or a portion of the proposed program through distance learning and/or collaboration with other universities.

IV. CURRICULUM AND ARTICULATION

1. The proposal illustrates an appropriate, sequenced, and well-described course of study.
2. Learning outcomes are well articulated and are reasonable for the level of the proposed degree.
3. Specialized accreditation or state certification/licensure requirements have been addressed.
4. For bachelor degree programs the plan for articulation with the Community Colleges is well defined.
5. Course information is appended and relates well to the proposed new degree.

V. INSTITUTIONAL RESOURCES

1. Based on estimated enrollment, the proposal provides a) evidence that there is a critical mass of faculty available to initiate the program, and b) there is a commitment, if appropriate, to hire additional faculty in later years.
2. The proposal provides evidence that the faculty in aggregate have the necessary experience and research activity to sustain the program, particularly for graduate programs.
3. The proposal provides evidence that library resources are sufficient to initiate the program as verified by a letter from the Head of Collections Management or other appropriate Library staff describing the materials available to support this proposed new degree program.
4. The proposal provides evidence that classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary for the proposed program is sufficient to initiate the program.
5. The proposal provides evidence that necessary and sufficient equipment to initiate the program is available.
6. The proposal provides evidence that, if appropriate, fellowships, scholarships, and graduate assistantships are sufficient to initiate the program. (This criterion is pertinent mainly to graduate programs.)
7. The proposal provides evidence that, if appropriate, clinical and internship sites have been

- arranged.
8. The proposal provides a complete and reasonable budget for the program that is supported in the text of the proposal.
 9. The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.

Appendix C2
DRAFT 25 February 2008
This draft is based on current form

University of Florida
Cover Page for New Degree Expedited Review
Bachelor or Master Degrees ONLY

Name of Unit(s) proposing to move specialization* to a degree program:

Name of Current Degree Program/Specialization:

Complete Name of Proposed Degree Program:

Academic Specialty (Include CIP Code): _____ Implementation Date: _____

The submission of this request for an expedited review of a new degree program constitutes confirmation that this new degree has **all resources** necessary for implementation and **is currently offered** by the University of Florida as an undergraduate minor or track or graduate specialization within an existing degree program. If program is not currently offered, please seek approval for review from the Office of Academic Affairs prior to proposal.

Contact Information:

Name:

Phone: _____ Email: _____

Department and College Approvals:

In submitting this proposal we confirm that **all resources** are available and the degree program is currently offered at the University of Florida as a minor, track, or specialization in an existing degree.

Department Chair, Program Director (or Equivalent) Name / Signature / Date

Dean, Program Director (or Equivalent) Name / Signature / Date

College Curriculum Committee Chair (or Equivalent) Name / Signature / Date

University Committees:

Graduate Council* Chair Name / Signature / Date

University Curriculum Committee Chair Name / Signature / Date

* Master's degree programs only.

Faculty Senate Approval required prior to submission to the UF Board of Trustees:

Faculty Senate Chair Name / Signature / Date

Academic Affairs Review:

Signature / Date

University Administration Approval:

Signature/Provost and Senior Vice President Date

Signature/President Date

University Board of Trustees:

Signature/Chair, University of Florida Board of Trustees Date

Date of notification to the FBOE for inclusion in the state inventory:

Your proposal should **include the following information**; please be concise in your response while addressing all elements.

PROGRAM DESCRIPTION

- Level: Bachelor, or Master – PhD programs **cannot** use the expedited review process.
- Include catalog copy draft language for the degree program

ASSESSMENT OF NEED, DEMAND, and INSTITUTIONAL PRIORITY

- What is the rationale for changing this specialization to a degree program? What is the local, state and national demand for the program, and how have you measured that demand?
- How does the proposal build on core academic strengths at UF? How will this program set itself apart from other programs in the same field in Florida and nationally? What is the plan for excellence for this program?
- Are there professional or academic standards that support the need for this specialization to be an independent degree program?
- Number of years offered as a specialization.
- Number of students graduating in the specialization per year over the past 3 years.
- Number of current majors in the specialization, identified by ethnicity.
- Identify the faculty dedicated to the specialization (i.e. 10% or more assignment to the area), please attach a list. Note – current mean ratio of student to faculty is 21:1 across all levels.
- History of students completing the specialization’s success with either employment, graduate or professional studies.
- Will there be a need to reallocate resources in order to offer this program?

If applicable, does the program have an independent (from the current degree) accrediting body?

- If yes, what is the accrediting body?
- Will the program seek this accreditation?

CURRICULUM (There must be a sufficient number of courses to warrant a stand alone degree program)

For all degree programs, provide

- A sequenced course of study including the total number of credit hours for the degree.
- Any proposed new courses necessary to initiate the program including the UCC 1 form. (A draft syllabus is required by the Graduate Council and should be included in the appendices.)

- The catalog or other brief description of currently offered required or elective courses should be included in the appendices.
- For the **graduate** program include a copy of the original approval for the specialization (if necessary contact the graduate school for this information.)

For bachelor's programs only

- Provide the number of credit hours for:
 - Major coursework
 - Required prerequisites for the major (if applicable),
 - The number of hours available for electives.
- Does the total number of credit hours exceed 120?
 - If yes, provide a justification for an exception to the 120 maximum.
- Are identified prerequisites the same as for other such degree programs within the SUS?
 - If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.
- Will the program require Limited Access status?
 - If yes, provide a rationale that includes an analysis of diversity issues with respect to such a designation.

UNIVERSITY OF FLORIDA

Appendix C3

DRAFT 25 February 2008

New Degree Program Pre-Proposal Form

This form should be used to request permission to plan a new degree program at the University of Florida. Approval of this pre-proposal does not constitute approval of the new degree; it only gives the requesting unit permission to develop the complete proposal. Submit this cover page, a draft of Table One A, (for under-graduate) or Table One B (for graduate), Table Three, and Table Four (found on the institutional research website at <http://www.ir.ufl.edu/acadpgms.htm>); and a three to five page description of the proposed new academic program that addresses the following points:

1. Name of the program and proposed degree (e.g. Chemistry, B.S.) with CIP code
2. Description and rationale for the proposed new degree.
3. Relationship to existing campus programs.
4. Role of proposed program in fulfilling the university's strategic plan and plan for achieving excellence.
5. Anticipated resources (should be consistent with information provided in Tables Two and Three).
6. Planned implementation date.
7. SUS institutions offering similar programs and relationship of these similar programs to the proposed program.
8. **For Ph.D. proposals, identify possible external reviewers**

If a Bachelor's degree program do you anticipate:

1. Requesting exception to the 120 credit hours to degree as required by state statute? _____
Yes _____ No
2. Requesting limited access status? _____ Yes _____ No

Please include complete contact information:

Contact name: _____

Campus phone number: _____

Email address: _____

Campus mail address: _____

Oversight, Review and Closure of Academic Programs University of Florida

All academic programs must receive periodic reviews and evaluations. Successful programs may be modified or continued; those that are not performing according to external accrediting bodies or internal review may be discontinued. The following policies govern oversight, review, and recommendations for continuance or closure.

1. **Strategic Review:** As part of the development of a strategic plan or other working plan for the University, departments and colleges shall provide information to the Provost's office on undergraduate and graduate degree programs they would like to develop in the succeeding 5 years. That information should include a brief description of the degree; local, state, and national need; a plan for excellence; and fit with current degree programs. These lists shall become part of the university's deliberations during the strategic planning process.

2. **Annual Review:**

a. **Department and College:** Each dean or director will receive an annual report from departments or other units with academic programs that includes information on the status of all current programs. Deans or directors will include information on academic programs in their annual reports to the Provost.

b. **Provost:** The Provost's office shall include in its reports to the Board of Trustees information on those programs that are no longer meeting departmental, college or university standards of excellence, or are determined to be no longer viable within the University's strategic plan.

3. **Cyclic Review:**

a. **Board of Trustees:** All new programs shall be reviewed within two years of creation to determine if they are meeting the goals set out in the original program proposal. A brief report shall be provided to the Board of Trustees.

b. **Board of Governors:** The Board of Governors requires that every academic program receive a complete review every seven years. These reviews should include external reviewers and may be done in concert with the normal departmental review cycle.

Reviews should focus on those areas listed in the "University of Florida Criteria for new Degree Program Authorization," academic goals set out for individual programs in their original proposal, and the current University strategic plan.

Appendix E - DRAFT – 10 March 2008

New Academic Program Authorization (Non-college-credit)

Board of Governors Rule 6C-8.001(2)(e) requires that procedures for proposing, approving, and monitoring new, non-college-credit certificate programs that lead to specific educational or occupational goals be approved by the University of Florida Board of Trustees. The following description of programs needing approval and the process for approval will be submitted to the UF Board of Trustees.

PROGRAMS NEEDING APPROVAL:

The following criteria shall be used to determine which programs should be submitted through the approval process:

(1) The educational or occupational goals as evidenced by the requirement for certification of participation, completion or achievement are established by a state or national legal entity such as a licensing body, accrediting body or other official entity such as the Department of Business Regulation, the Environmental Protection Agency, the various state licensing boards, etc. for the purpose of qualifying the individual to engage in or continue to engage in specified areas of occupational and professional activities.

(2) Completion of the course of study and certification of satisfactory completion are necessary conditions for the following:

- (a) to qualify the student to take a licensing examination required by a legal entity as described above.
- (b) to qualify the student for employment in a specific occupational or professional endeavor.
- (c) to enable the student to continue employment in a specific occupation or professional endeavor in which he or she had been previous licensed or otherwise approved.

PROPOSAL FORMAT AND CRITERIA Self-funded programs should use the “Guidelines for Creating Self-Funded Courses or Programs.” All other requests for approval shall include the following:

- (a) Brief description of the requirements for certification of completion from the legal entity promulgating the requirements
- (b) Statement of need for the program
- (c) Statement of benefits to the university and to the broader society (if applicable)
- (d) Description of quality indicators that will be included in the program
- (e) Description of criteria for issuance of certification of completion
- (f) A comprehensive budget projecting expenditures and revenues for a period of not less than three years.

APPROVAL PROCESS:

1. The sponsoring unit (college, school, administrative unit, etc.) should vet the program proposal through its usual internal processes.
2. Once approved, the proposal should be submitted to DOCE for review.
3. DOCE will review the proposal, and provide a recommendation to the Provost.
4. The Provost will review and either approve or deny. The Provost will communicate the results of review to DOCE for implementation. DOCE will communicate results to the sponsoring unit.