

**Full Prospectus Planning Questionnaire to
Establish a New UCF Educational Site Offering 50 Percent or More of a Program**

Section 1: Abstract and General Information

1. Provide the expected date of implementation for the first program at the new site. If multiple programs (degrees and certificates) will be offered, list each one and provide the expected start date. *Prospectus Planning Worksheet 2, Planned Programming for a New Educational Site* will ask for additional information on each program to be offered at the new educational site. (BOG & SACSCOC)

2. Indicate the projected life of the program offering(s) at the site (single cohort or ongoing). (BOG & SACSCOC)

3. Provide the name (if applicable) and physical address of the location of the proposed site. Below the name and address of the proposed site, list the specific purpose of the site (e.g., research, instruction, administration, student services). (BOG & SACSCOC)

4. Provide the name of the academic unit (e.g., department, school) and college responsible for planned programming at the site. Include specific contact information for the person who will coordinate the prospectus for each department, school, or college. (The department chair or school director typically plays this role.) Include a current CV for each person named. (BOG & SACSCOC)

5. Describe the primary target population for the new educational site (e.g., DirectConnect to UCF students, professionals from the surrounding community, new undergraduate students, new graduate students). (BOG & SACSCOC)

6. Complete *Prospectus Planning Worksheet 1: Projected Enrollments for a New Educational Site*. The worksheet requires nonduplicated head count projections. If applicable, use the space below to describe any anticipated duplication of head count across programs (e.g., students likely to enroll simultaneously both in a graduate degree program and in graduate certificate program) and your rationale for counting them in one program over another. Historical information on program head counts may be obtained from Institutional Knowledge Management and the Pegasus Mine Portal.

Worksheet Attached

7. Describe the instructional delivery methods to be used at the new site (e.g., cohort, compressed format, modality). If any courses will be offered in a compressed format, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved (e.g., same number of credit hours completed in less time, plans to collect the same course assessment data used for the general population of students and to compare achievement of student learning outcomes across formats of delivery).

8. Identify the institutional strengths necessary to open this new site and to offer associated programming. Include specialized expertise from units like UCF Global, UCF Connect, or DirectConnect to UCF. List and explain similar sites being administered by the coordinating unit. (SACSCOC)

Section 2. Determination of Need for the New Site and Relationship to Mission and Strategic Plan

9. Describe how the change is consistent with UCF's mission, goals, and the *UCF Collective Impact Strategic Plan*. (See <http://www.ucf.edu/strategic-planning/>.) Be specific about which metrics are being achieved or supported by the new site. (BOG & SACSCOC)

10. Describe how the change is consistent with the mission and goals of the unit offering the degree program. Include specific references to the goals and mission and how they will be met or supplemented by the new educational site (BOG & SACSCOC)

11. If not addressed above, identify any university- or college-level strategic priorities that the new site will help to advance and describe how. Include a copy of the relevant strategic plan and show the relationship between the plan and the new instructional site. (BOG & SACSCOC)

12. Provide the rationale for offering the program(s) at this location and appropriate supporting documentation. Please address each of the following in a separate paragraph:

- How will the new site increase opportunity for UCF students or prospective students?
- What is the benefit to UCF to offer the programming at this new site?
- Why is this programming needed at the new site, especially if another UCF educational site approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer 50 percent or more of a degree program or graduate certificate is nearby? Be very specific.
- Why is this facility a good fit for the program(s) being offered?
- How might the new site help *UCF faculty* members in research, collaboration, and creative activities?
- How might the new site help *UCF students* in research, collaboration, and creative activities? (BOG & SACSCOC)

13. Attach a detailed data-driven assessment that supports unmet local and regional market need and student demand for expanding UCF programming at this location. Include a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. You may wish to consult the following resources:

- CIP to SOC Crosswalk: <http://nces.ed.gov/ipeds/cipcode/resources.aspx?y=55>
- US Bureau of Labor Statistics: <http://www.bls.gov/ooh/>
- Florida Department of Economic Opportunity: <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections> then select "All Areas Projection Table"
- Results from the latest academic program review (and midterm review)

- Data collected through the institutional effectiveness assessment process (at UCF or at the partner institution) or otherwise (e.g., student or graduate surveys, focus groups) that demonstrate demand for the program at the new location (BOG & SACSCOC)

14. Describe how faculty members and other internal stakeholder groups were involved in planning and approving the change. Attach supporting evidence (e.g., meeting agendas and minutes showing discussions and votes of support).

15. If applicable, describe the involvement of any external stakeholders in determining the need to offer the planned programming at the new site (e.g., school districts, employers, advisory boards, partner institutions). (BOG & SACSCOC)

Section 3. New Off-Campus Site—Activities, Coordination and Oversight

16. Complete *Prospectus Planning Worksheet 2: Planned Programming for a New Educational Site*.

Worksheet Attached

17. Complete *Prospectus Planning Worksheet 3: Tentative Course Schedule for a New Educational Site*. The course schedule should cover two years (divided by semester and year) and show all courses that will be taught during the time period.

Worksheet Attached

18. State the mission and objectives for each program you anticipate offering at the new site as listed in *Prospectus Planning Worksheet 2: Planned Programming for a New Educational Site*.

19. Include as attachments the Academic Learning Compact for each undergraduate program that will be included at the new site.

Attach the Academic Learning Compact

20. Describe any differences from standard practice in the following for students enrolled at the new site. (BOG & SACSCOC)

Admissions

For international sites, include documentation that students are available who meet UCF admission requirements.

Curriculum

Term Length

Program Length

Graduation Requirements

Other Program Requirements

21. Describe any special arrangements for the following: (BOG & SACSCOC)

Grading

Transcripts

Transfer Policies

Student Recruitment

How will you recruit the first class of students, and do you expect continuous enrollments at the site? (BOG & SACSCOC)

Student Complaints and Appeals (e.g., regarding facilities and services provided by a partner institution) See <http://www.sdes.ucf.edu/student-complaints-and-appeals>

22. Describe UCF's current physical presence at the new location, or indicate "none" if there is no current presence. Consider the following: advising presence; course(s) offered face-to-face, including mixed-mode courses, and the percentage of total program credits currently offered face-to-face at the location; faculty and staff members currently assigned a percentage of their FTE at this location; offices, classrooms, or other facilities currently allocated to the university or program. (BOG & SACSCOC)

23. Describe overall anticipated enrollment gains or losses resulting from the new site and the expected sources of enrollment (e.g., previously untapped population, existing students diverted from an existing UCF site). Describe the new site's anticipated impact on enrollment at UCF's main Orlando campus, virtual campus, downtown, or other sites. (BOG & SACSCOC)

24. Describe the administrative structure for overseeing the new site. If UCF Connect will oversee operations, describe the distribution of operations and program oversight between UCF Connect and other UCF units, including the academic units with program oversight (e.g., responsibility for staffing classes with qualified faculty, scheduling, advising, provision of other student support services). If UCF Connect is not involved in the new site, provide detailed information on the oversight of operations. Provide an organizational chart for each unit involved in the new site proposal. (BOG & SACSCOC)

25. Describe how programs at the new site will be monitored and evaluated and how they will be incorporated in the institutional effectiveness assessment plan. If assessment will take place in individual courses, list each course ensuring all levels are included (undergraduate, graduate, graduate certificates) and include the courses in the proposed class schedule on *Prospectus Planning Worksheet 3, Tentative Course Schedule for a New Educational Site*. (BOG & SACSCOC)

26. Describe how the effectiveness of services and operations for the new site will be evaluated. Who is responsible for ensuring the evaluations take place? At what point in operations will the evaluations occur? Will they be included in the institutional effectiveness assessment process at UCF?

Section 4. Faculty Qualifications

27. Update the faculty roster (*Prospectus Planning Worksheet 4, Faculty Roster for a New Educational Site*) with information provided by Academic Program Quality to reflect anticipated teaching assignments for each faculty member listed in *Prospectus Planning Worksheet 3: Tentative Course Schedule for New Educational Site*. Delete faculty members from the roster who are not expected to contribute to programming at the new location. Add information to the roster as necessary, and submit or update teaching certifications in the Faculty Qualifications Management System, if appropriate. If you will be hiring new faculty members to teach at the new educational site, please list the minimum requirements for education and experience and label each as a new hire.

Worksheet Attached

28. If graduate degrees or certificates will be offered at the new site, review the list(s) of all graduate faculty for each program that will be offered at the new site (<http://www.graduatecatalog.ucf.edu/GradFaculty/>).

Provide a current CV for all graduate faculty members and proof that all graduate faculty members have been approved to teach graduate courses by the College of Graduate Studies. CVs should include evidence of faculty members' research and experience in directing student research with specific examples.

29. Provide the name and academic credentials of the faculty member(s) serving as the academic program director(s) for each degree and graduate certificate program listed on *Prospectus Planning Worksheet 2: Planned Programming for New Educational Site*. The faculty program director (or coordinator) is the academic steward of the program, responsible for facilitating curriculum development and assuring appropriate and current curricular content and pedagogy. Often the program director is also responsible for developing program self-studies, resolving issues involving students in the program, and other matters of program administration. The program director is responsible for program oversight at all locations where and by all modalities in which the program is offered. A current CV for each program director is required.

30. For each program that will be offered at the new site, describe the planned distribution of teaching by full-time versus adjunct faculty members (include percentages of full-time instruction by credit hour, section, and course). Provide evidence that the number of full-time faculty members will be adequate to support the initiative. (Note that the university routinely

requires strong justification of appropriateness or a plan for corrective action for any scenario where less than 70 percent of instruction is delivered by full-time faculty members at any location where 50 percent or more of a program is offered.)

31. Explain how the distribution of full-time versus adjunct faculty members compares to the distribution at other locations where the program is offered. Justify any deviations across sites and explain how the planned distribution is appropriate for program offerings at each. (Note: It is important to articulate how establishing the new site will not threaten the quality or accessibility of program delivery at other locations where the program is offered.) Normally, quality, student accessibility, or both will be enhanced by the new site; explain the anticipated impact(s) in this regard.

32. If you plan to use adjunct faculty members, explain why this is the best option for UCF students. Is there expertise that the adjunct faculty member holds? Do they conduct research in a particular area that will benefit UCF students?

Also, include information on how adjunct faculty are included in the annual faculty evaluation process, who conducts the reviews, and how they communicate with the unit (e.g., inclusion in faculty meetings and faculty retreats, meeting with the department chair).

33. Describe the impact of establishing the new site on full-time faculty members' overall workload. Explain whether teaching activity at the new site will be part of participating faculty members' regular 1.0 FTE load or in excess of their regular 1.0 FTE load.

34. Will any UCF faculty members have their primary assignment at the new site? If so, identify the individuals and describe their distribution of duties at the new site and otherwise (e.g., on the main Orlando campus, teaching online courses accessible to the general student population).

35. List external awards received by faculty in the past five years that are relevant to the project and include any relevant community involvement or other service activities. This may be related to their research or volunteer positions on boards and advisory groups.

36. List awards and recognitions received by the department, school, or college within the past five years that support the successful implementation of the planned programming.

Section 5: Library and Learning Resources

This section requires approval by the UCF Director of Libraries and the Vice President of Information Technologies and Resources. It is the responsibility of the coordinating unit to obtain these signatures.

37. Complete *Prospectus Planning Worksheet 5: Access to Library and Learning Resources at a New Educational Site*. (BOG & SACSCOC)

Worksheet Attached*

*Note: If electronic databases are listed, describe the **discipline-specific** suites of resources and not just the name of the database or the consortium through which it is accessed (e.g., Viva, TexShare, Galileo, Louis).

Section 6. Student Support Services (BOG & SACSCOC)

This section requires approval by the Vice President of Student Development and Enrollment Services or designee to ensure the following information is correct and within the scope of SDES. It is the responsibility of the coordinating unit to obtain this signature.

Complete *Prospectus Planning Worksheet 6, Access to Student Support Services for a New Educational Site*.

Worksheet Attached

38. Will UCF or another entity be responsible for providing students and faculty members at the site with access to email? If another entity, please outline and provide a copy of the agreement.

39. Will students taking courses in person at the site be required to use UCF's official learning management system (LMS) or another LMS? Describe support available to faculty members and students using the LMS that is different from the standard support provided by UCF for its LMS.

40. Will any student services be provided by an entity other than UCF? If so, list each service, provide a brief explanation, and link to the website of the service being provided.

Section 7: Physical Resources (BOG & SACSCOC)

41. Will UCF own, co-own, or lease space at the new site? Identify and describe the nature of any associated partnerships with other entities involved in co-ownership or leasing the space. Attach a copy of any related agreements or leases.

42. Specifically describe the facilities that will be used at the new site and include the following elements:

- (a) Square footage, date built, fire rating, present state of repair
- (b) Type of available space (e.g., classrooms, labs, specialized facilities, faculty offices, administrative offices)
- (c) Photographs of the building (or plans or drawings if facilities are not yet built or built out)

43. Provide a copy of any agreement with an academic partner, property management company, or other entity that describes any commitments and related provisions concerning the use of facilities at the new site (e.g., lease agreements, special clauses in the lease, deed restrictions, duration of the lease). If site is jointly used, provide the name of the other entity in the joint agreement. Provide any necessary explanatory notes below.

44. Describe the adequacy of the physical facilities that will be used by UCF at the new site to meet programming needs.

45. Describe the equipment that will be available at the new site and its adequacy to meet programming needs.

46. Describe the impact, if any, that the proposed change will have on physical facilities and equipment for existing UCF programs and services at the new site as well as UCF's main campus and other existing sites. Address the expected space utilization at the new site and the projected impact on UCF's main campus and other UCF sites.

Section 8: Financial Support (BOG & SACSCOC)

47. Provide a business plan that includes all of the following elements:
- (a) a description of the financial resources available to support the proposed new site, including a budget for the first year (you may provide additional years if available and appropriate)
 - (b) confirmation that regular UCF tuition rates and fees shall apply or a description and justification of any exceptions
 - (c) projected revenues and expenditures and cash flow for the proposed change
 - (d) the amount of resources going to institutions or organizations for contractual or support services for the proposed new site
 - (e) the operational, management, and physical resources available for the change

48. Provide the contingency plan(s) in the event that required resources do not materialize.

Section 9. Description of Institutional Evaluation and Assessment Processes for the Change

49. Provide a description of unit- and college-level assessment processes (i.e., institutional effectiveness assessment plan). University-level process will be provided by APQ.

50. Provide an electronic copy of the institutional effectiveness assessment plan that will be used to assess student learning outcomes for each program offered at this location. Include the most recent assessment plan for the programs and the last two assessment plans showing results and reflections.

51. If the student learning outcomes assessment plan provided for any program is not identical to the plan used for the same program offered on the main Orlando campus and other sites, explain how it is different and why.

52. Indicate which courses that will be offered at the new site will be used to collect assessment data. If they are not the same courses used to collect assessment data for this program on the main Orlando campus and other sites, explain why the difference is appropriate. Ensure that data are collected at every level (undergraduate, graduate, certificates) and for each modality. Also, ensure that the courses listed are included on the two-year projection of courses on *Prospectus Planning Worksheet 3, Tentative Course Schedule for a New Educational Site*.

53. If student learning outcomes at the new site can be isolated and compared with outcomes on the main Orlando campus or other UCF educational sites, the program shall be expected to conduct such analysis as part of the annual institutional effectiveness assessment reporting process. If this is not possible or appropriate, please explain why.

54. Will assessment be conducted using any university-level surveys? If so, please explain.

55. For all programs listed in the prospectus, when was the last academic program review conducted and when is the next reviewed scheduled? Is a mid-cycle report available? Include the results of the last review and a copy of the mid-cycle report.

Section 10. International Sites (BOG & SACSCOC)

This section is not required for inclusion with a SACSCOC New Educational Site Prospectus; however, it will assist in making a compelling argument for approval of the new site. The questions must be answered to meet the requirements of Florida Statute 8.0009, New Educational Sites.

56. Attach a detailed data-driven assessment that supports unmet local and regional market need and student demand for expanding UCF programming at this location. Provide specific data from the country/region on the need for this particular program of study.

57. List and explain any known legal requirements of the host country that must be met to establish and operate a campus or special-purpose center in that country and the legal jurisdiction that will be applicable to the university's operations.

58. Include a risk assessment of the university’s responsibility for the safety of students, faculty, and staff members. (BOG)

59. Explain how the university will exercise control over the academic program, faculty, and staff, if the programs are not operated exclusively by the university.

60. Describe the plan to recruit faculty in the local area who will teach UCF courses in English. Describe the candidate pool in the local area with appropriate degrees and experience to meet UCF’s expectations. Attach evidence of the availability of faculty members. (UCF Internal)

Section 11: Additional Requirements for Board of Governors’ Type I, II or III Proposal

If your proposal requires submission to the State University System of Florida’s Board of Governors, you must complete these additional areas.

61. Complete *Prospectus Planning Worksheet 7, Timeline of Critical Benchmarks at a New Educational Site* (Requirements for Board of Governors’ Type I, II or III Proposal).

Worksheet Attached

62. Complete *Prospectus Planning Worksheet 8, General Education Considerations for a New Educational Site*.

Worksheet Attached