UCCS Office of Sponsored Programs
and Research Integrity
UNIVERSITY OF COLORADO **COLORADO SPRINGS**

SPONSORED PROGRAMS AND CURRICULA

FREQUENTLY ASKED QUESTIONS AND PI TIPS AND RESPONSIBILITIES

Does your sponsored programs project involve any of the following curricula categories? If yes, this informative overview will summarize some of the more common issues to consider before you submit your proposal and once your proposal is funded. Of course, every funding agency, every college, and every situation is different, but these overarching topics will help guide you if:

- ✓ The project involves training or the professional development of undergraduate or graduate students.
- ✓ The project involves changes to, or developing new, curricula, degrees, or certificates for students.
- ✓ The project involves internships or apprenticeships for undergraduate or graduate students.

Q: How should you identify your course?

A: Use consistent course identification: Proposals and projects should follow the current curricular definitions and use curricular terms appropriately, as outlined and defined by the Office of the Registrar.

PI's should always ensure that any information provided about a program or course is correct. Program names and course titles must be correct and also consistent throughout the proposal. For instance, when a course is mentioned in a proposal or letter of support, the course's two- to four-letter prefix, four-digit number, and full title should be provided as well. In case of new course proposals, PIs are advised to contact their department Chair or the Office of the Registrar to confirm the course's proposed number is available for use.

Q: How do I make sure the training program or course fits into the current program of study?

A: Discuss your training program or course development with the impacted department chairs and associated deans. We also recommend you submit a program guide, which details and explains how a new course(s) or program or training changes affect the program as a whole (including credit hours). Any awarded proposal should submit a program guide or equivalent, advising documentation (such as a complete/ updated electives list or an updated advising sheet) that reflects clearly all the programming being requested by the PI.

Before starting the project, the department chair(s), associate dean(s), and others (e.g., the Office of the Registrar) may need to review and confirm approvals to ensure the project's requirements do not interfere with accreditation or progress toward the degree.

Q: I want to propose a new course/new program/new certificate as part of my proposal's main activity or as part of the broader impacts, what do I do?

A:

- In the case of new degree undergraduate and graduate program proposals, it is strongly recommended that this process begin at least one year in advance of proposal submission. The Program Approval Process explains the UCCS process for the implementation of new degree programs.
- Graduate program tracks not needing new resources may follow the Graduate School rules (Article II: Graduate Degree Programs, Section A, B, and C).
- New certificates should follow the campus policy #200-023.

Q: I plan to use existing courses/certificates, what should I consider?

A: PIs who propose to offer existing certificates or for-credit courses must consider the scope of work required by the office of the registrar, advising, and financial aid among other support units on campus. It is imperative that the PI not assume that "work as usual" applies to their sponsored program and to consult with anyone expected to support the project prior to the start date. This is especially true for projects serving high numbers of students (more than 50), and projects with atypical timing (e.g., short courses).

Q: My proposal only involves the professional development of students who will volunteer, do I need to do anything different?

A: Yes. Anything that can potentially slow down a student's progress toward their degree should be considered in consultation with the appropriate department chair, associate deans and/or Dean. Proposals and projects may include the generation of resources for training and professional development opportunities for students and community members. Such programs might offer micro credentials, badges, certificates and may apply to non-degree-seeking students, degree-seeking students, or professionals needing additional coursework for licensure or personal growth.

Q: I want to partner with industry/community to offer internships or apprenticeships, what do I need to know?

A: Internships or apprenticeships may also be referred to as clinical work, student teaching, or field placements depending on the academic area. Internships give students the opportunity for hands-on experience in the field of their study and also allow them to gain valuable insight into their chosen career path. For some departments and colleges, these opportunities may be required for graduation and already included in the curriculum. For other programs, internships can be electives and apply toward the degree, or in other cases, they are completely optional and do not apply toward the degree. PIs should always investigate how internships and the projected enrollment will fit into their degree program and what additional resources (academic advising, faculty advising, career/internship services, office of the registrar, bursars, financial) may be needed.

Building positive relationships with employers for internships/apprenticeships is significant to UCCS' mission, vision, and goals and should be evaluated in collaboration with your Chair, Dean, and Internship/Field Placement Director (if applicable).

Q: How do I ensure my budget and scope of work provides adequate support for my project's deliverables related to curriculum/training for students?

A: Curriculum-based sponsored program projects may require different levels of campus support. It is important for the PI to identify these needed resources for curriculum development proposals early in the proposal process to ensure that they will be available when needed. Below is a list of common campus resources often associated with curriculum development and changes.

- Department Grant Administrators
- Financial Administrators
    - Proformas
    - Identifies college/department financial resources
- Scheduling/Curriculum Management
    - Course Change Forms/Course Inventory Forms
- Office of the Registrar
- Academic Advisors
    - Additional students in case load
- Field Placement Directors/Internship Directors
    - Assists with external community employer relationships
- The Career Center/ Internship Offices
- The Graduate School/Graduate Executive Committee (GEC)
- Bursar's
- Compass Curriculum
    - Changes to Gateway, Core Writing Courses, Quantitative Reasoning, Explore, Navigate, Inclusiveness, Writing Intensive, Sustainability, Summit, or the Writing Portfolio.
- Council for Undergraduate Education (CUE)
- Recruitment
- Faculty
    - Needing additional faculty to teach

Q: What else should I be thinking about?

A: So much dependson the funding agency, the students involved, and the scope of work. Ask yourself the following and depending on the answer you can follow up with the right team on campus to facilitate your project's success:

- Does the project involve undergraduate or graduate students?
- Does the project involve training or professional development?
- Are you seeking tuition remuneration?
    - If yes, for how many students? How many credit hours? Non-resident, resident, online?
    - Fall, spring, summer? How many years?
- Does the project involve changes to a Course, Degree, Certificate, or all of the above?
- Does the project involve developing a NEW Course, Degree, or Certificate?
- Will this project require additional campus resources?

- - - o If yes, which resources? (additional faculty, academic advising, course scheduling, financial administrator assistance)
- Does the project involve internships or apprenticeships for undergraduate or graduate students?
- Will this project bring new income revenue to campus?
  - o If yes, have you met with your college's financial administrator?

Q: What offices or people should I reach out to with my questions?

A: There are many committees, working groups, staff, and offices that can provide direction and insights for what you might need for your proposal. Including:

- Kelli Klebe, Dean of the Graduate School

- Susan Taylor, Vice Provost & Associate Vice Chancellor for Undergraduate Education & Academic Planning

- Kimberly Guyer, Associate Vice Chancellor for Student Affairs

- Tracy Barber, UCCS Registrar

- Jevita Rogers, Senior Executive Director of Financial Aid/Student Employment/Scholarships

- Jennifer Poe, Director of the Center for Student Research

- Brett Fugate, Director of Academic Advising

- Sue McClernan, Career and Industry Outreach Program Director