

Staff Analysis Checklist – Request to Offer a New Degree Program

Board of Governors, State University System of Florida

_____ University Submitting Proposal	_____ Initial Review Date
_____ Proposed Implementation Term	_____ Last Update
_____ Complete Name of Degree	_____ Staffed By
_____ Proposed CIP Code	

INITIAL REVIEW

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES NO

- Is the new proposal format used for the proposed program?
- Are all the required signatures present?
- Is the consultant's report included with the proposal for doctoral programs?
- Are all the required tables (1, 2, 3, 4) included in the proposal and completed properly?

Note: If the answer to any of the above questions is "No" the proposal is incomplete and must be discussed with the director to determine appropriate action.

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. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

COVER PAGE

Check 'yes' or 'no' box, and make comments beneath each criterion as appropriate.

YES NO

- Does the proposal include the name of the university submitting the proposal?
- Does the proposal include the name of the college or school in which the program will be offered?
- Does the proposal include the name of the department(s)/division(s) in which the program will be offered?
- Does the proposal include the academic specialty or field for the proposed program?
- Does the proposal include the implementation term?
- Does it include the complete name of the degree?
- Does it include the CIP code of the degree?
- Does the proposal include the date the proposed program has been approved by the University's Board of Trustees (UBOT)?
- Does it include the signature of the president and the date it was signed?
- Does it include the signature of the Chair of the UBOT and the date it was signed?
- Does it include the signature of the Vice-President for Academic Affairs and the date it was signed?
- Does the proposal include the projected enrollment in terms of headcount (HC) and full time equivalent (FTE) for years one through 5?
- Does the proposal include the projected program costs in terms of: (check all that apply)
 - E&G Cost Per FTE
 - E&G Funds
 - Contracts & Grants Funds
 - Auxiliary Funds
 - Total Cost*

* E&G Cost per FTE is calculated as follows: Go to <http://flbog.edu/about/budget/> then Expenditure Analysis Reports -> select the most recent year -> Submit-> select Report IV - Costs Per Credit Hour -> Submit -> SUS and Universities -> in the report

look for the 2 digit CIP code in the “Direct Expenditures Per Student Credit Hour” column. Contingent on the level of the proposed program, multiply the most recent number, at the corresponding level of the program, with 40 if the program is a Lower or Upper level, otherwise multiply it with 32 if the program is Grad I or II. For the analysts: In the proposal look at the Projected Program Costs table (table 2 or the table on the 1st page) in the “E&G Cost per FTE” column and check the number that you just calculated against the one in the table on the first page of the proposal for the 1st year. These two numbers should be similar.

For example: For a proposed master’s program in Education – two digit CIP 13 – the SUS average Direct Expenditure per student credit hour is \$253.54 (Grad I, year 2010-11). Multiply this number by 32 and the result is \$8,113.28. Now look in the proposal at the Projected Program Costs table (table 2 or the table on the 1st page) in the “E&G Cost per FTE” column and check this number with the one in the table for the 1st year. These two numbers should be similar.

INTRODUCTION

I. Program Description and Relationship to SUS Goals

A. Description

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.

Check ‘yes’ or ‘no’ box, and make comments beneath each criterion as appropriate.

YES NO

Does the proposal include a few paragraphs summarizing the proposed degree program?

Program description (check all that apply)

- level
- emphasis (concentration, tracks, specializations)
- total number of credit hours
- overall purpose

Does the proposal include examples of employment or education available to graduates?

B. SUS Goals

Describe how the proposed program is consistent with the current State University System

(SUS) Strategic Planning Goals. Identify which specific goals the program will directly and indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

YES NO

Is the program consistent with the State University System (SUS) Strategic Planning Goals? (indicate in the table below)

STATE UNIVERSITY SYSTEM GOALS	EXCELLENCE	PRODUCTIVITY	STRATEGIC PRIORITIES for a KNOWLEDGE ECONOMY
TEACHING & LEARNING <i>(UNDERGRADUATE, GRADUATE, AND PROFESSIONAL EDUCATION)</i>	<input type="checkbox"/> Strengthen Quality & Reputation of Academic Programs and Universities	<input type="checkbox"/> Increase Degree Productivity and Program Efficiency	<input type="checkbox"/> Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis
SCHOLARSHIP, RESEARCH, & INNOVATION	<input type="checkbox"/> Strengthen Quality & Reputation of Scholarship, Research, and Innovation	<input type="checkbox"/> Increase Research and Commercialization Activity	<input type="checkbox"/> Increase Collaboration and External Support for Research Activity
COMMUNITY & BUSINESS ENGAGEMENT	<input type="checkbox"/> Strengthen Quality & Recognition of Commitment to Community and Business	<input type="checkbox"/> Increase Levels of Community and Business Engagement	<input type="checkbox"/> Increase Community and Business Workforce

C. Areas of Emphasis

If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

YES NO

Is the program included in area of Programmatic Strategic Emphasis? If “yes”, please check the Areas of Strategic Emphasis that apply.

Critical Needs:

Education

Health Professions

Security and Emergency Services

Economic Development:

Globalization

Regional Workforce Demand

Science, Technology, Engineering, and Math

Is a satisfactory explanation provided for listing the program in this area?

D. Location

Identify any established or planned educational sites at which the program is expected to be offered, and indicate whether it will be offered only at sites other than the main campus.

YES NO

Is the site for offering the program identified?

Main campus

Other location: (please identify)

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.

YES NO

Is a need and demand section narrative included in the proposal?

Does the proposal specify types of need? (check all that apply)

national

state

local

Is data provided to support the above mentioned need?

Can the data provided be independently verified by the analyst?

Are specific needs for research and service that the program would fulfill

described?

The request for this program emanated from (check all that apply)

- State agencies
- Industries in the service area
- Other (please specify)

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.

YES NO

- Is data supporting student interest in the program provided?
- Does the proposal include descriptions of surveys or other communication with prospective students?

C. Similarity with Other Programs

If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

YES NO

- Are there other substantially similar programs offered by another institution public or private institution in Florida?
- Does the program have the same CIP (at the 6 digit level) with other programs offered by another public or private institution in Florida?
If "yes", please add it to the table below.
- Is the program 60 percent similar, in terms of core courses with other programs offered by another public or private institution in Florida?
If "yes", please add it to the table below.

Similarity with Other Programs				
Institution Name	Public/Private	Location Program is Being Offered	CIP Code	Degree Name

YES NO

- Has the institution communicated with the other institutions with regard to potential impact on enrollment?
- Has the institution communicated with the other institutions with regard to potential collaboration (instruction and research)?
- Are there any letters of support (see Appendix B) for the additional program provided by other institutions offering similar programs included in the proposal?
- Are there any letters (see Appendix B) of concern provided by other institutions offering similar programs?

D. Enrollment Projections

Use Table 1 in Appendix A (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.

YES NO

- Was projected enrollment offered in Table 1 - Appendix A?
- Were numbers provided for both undergraduate and graduate students, in terms of headcount (HC) and full-time equivalency (FTE), see Table 1- Appendix A?
- Was a rationale provided for the enrollment projections?
- If, initially, students within the institution are expected to change majors to enroll in the proposed program, does the proposal describe the shifts from disciplines that will occur?

E. Diversity

Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity

Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

YES NO

- Does the proposal include a brief description of the steps that will be taken to achieve diversity in the program?
- Does the proposed program substantially duplicate a program at FAMU or FIU?
- If "yes", is an analysis provided (in consultation with the affected universities) of how the program might have an impact upon those universities' ability to attract students of races different from that which is predominant on their campus in the subject program?
- Has the Equal Opportunity Officer signed and dated the proposal?

III. Budget

A. Costs and Funding Sources

Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A 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.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors approval, if appropriate.

YES NO

- Were the program operation projected costs and associated funding sources for Year 1 and Year 5 listed in Table 2 - Appendix A?
- Does the proposal show how existing Education & General funds will be shifted to support the new program in Year 1 in Table 3 - Appendix A?
- Is the content of tables 2 and 3 - Appendix A - identifying the source of both current and new resources to be devoted to the proposed program--summarized in narrative form?
- Is the university planning to operate the program through continuing education on a cost-recovery basis or market rate (check all that apply)?

- Is a rationale provided for choosing either the cost-recovery basis or the market rate?
- Does the proposed program need Board of Governors cost-recovery or market rate approval?
- If "yes", does the proposal specifying a timeline for seeking Board of Governors approval?
- Will this program be supported primarily by tuition revenue or state funds or both?

B. Resource Reallocation and Impact

If other programs will be impacted by a reallocation of resources to 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 any potential positive impacts that the proposed program might have on related undergraduate programs (ex., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

YES NO

- Will other programs be impacted by the reallocation of resources?
- Will the proposed programs have an impact in related undergraduate programs?
- Does the proposal discuss the potential negative impact that implementation of the proposed program would have on related undergraduate programs? (check all that apply)
 - Shift in faculty effort
 - Reallocation of instructional resources
 - Reduced enrollment rates
 - Greater use of adjunct faculty and teaching assistants
 - Other:

C. Impact on Courses

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).

YES NO

- Are related programs or departments likely to be impacted by the proposal program in ways other than the reallocation of resources?
- If “yes”, was the impact discussed in the proposal?
- Are any of the following types of impact mentioned in the proposal? (check all that apply)
 - Increased need for general education courses
 - Increased need for common prerequisite courses
 - Increased need for required courses
 - Increased need for elective courses outside of the proposed major.

D. External Resources

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.

YES NO

- Have steps been taken to obtain information regarding external sources of funding (financial and/or in-kind)? (check all that apply)
- If “yes”, check all that apply:
 - Businesses
 - Industrial organizations
 - Governmental entities
 - Other:
- Does the proposal discuss what additional external resources may be available to support the proposed program?

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

Use information from Tables 1 and 2 in Appendix A, 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.

YES NO

- Does the proposal include a concise statement that describes the projected benefits for (check all that apply)
- the university
 - local community
 - the state
- Are the benefits quantitative?
- Are the benefits qualitative?
- Does the proposal offer a clear distinction between the quantitative and qualitative benefits?

V. Access and Articulation – Bachelor’s Degrees Only

A. 120 Credits or More

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 separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014.)

YES NO

- Does the total number of credits needed to earn the degree exceed 120?
- If “yes”, is a justification provided for the exception?

B. Prerequisites

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 the [Common Prerequisite Manual](#) at 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 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.

YES NO

- Does the admission into the proposed program require the completion of prerequisite classes?
- If “yes”, are the prerequisites listed?
- If “yes”, do these prerequisites correspond with those listed in the Common Prerequisites Manual listed on www.facts.org?
- Are the courses in the Common Prerequisite Counseling Manual required of both native and transfer students prior to entrance to the major program rather than as lower-level courses that are required prior to graduation?
- Are there any prerequisite courses listed that are not included in the Common Prerequisite Counseling Manual?
- If “yes”, is there a rationale provided for why these courses are needed?

C. Limited Access

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 students transferring from the Florida College System will not be disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

YES NO

- Does the university intend to seek formal Limited Access status for this program?

YES NO

- If “yes”, is a rationale provided?
- If “yes”, is there an analysis of diversity issues included in the proposal?
- If “yes”, is there an explanation provided in how the university will ensure that Florida College System students would not be disadvantaged by the Limited Access status?

- Was a formal request for Limited Access submitted with this proposal?

D. A.S.-to-B.S. capstone

If the proposed program is an A.S.-to-B.S. 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](#) at FACTS.org). List the prerequisites, if any, including the specific A.S. degrees which may transfer into the program.

YES NO

- Is the program an A.S.-to-B.S. capstone program? (if “no[t]” skip this section)
- If “yes”, does it adhere to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10 (see [Statewide Articulation Manual](#) at FACTS.org).
- If “yes”, are there any prerequisites listed?
- If “yes”, are there specifications regarding which A.S. degrees can transfer into the program?

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Mission

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.

YES NO

- Do the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan?

B. Strengths

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

YES NO

- Is there a description offered on how the proposed program relates specifically to the existing institutional strengths?

- If "yes", to which areas do they relate (check all that apply)
- Programs of emphasis: (please identify)
 - Other academic programs: (please identify)
 - Other institute(s): (please identify)
 - Other center(s): (please identify)
 - Other: (please identify)

C. The Process

Provide a narrative of the planning process leading up to submission of this proposal. Include a chronological 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.

YES NO

- Does the proposal include narrative regarding the planning process leading up to the submission of this proposal?
- Is there a chronological table of activities included?
- If "yes", does the table list the university personnel directly involved in the development of this proposal and the external individuals who participated in planning .
- Is there a timetable of events necessary for the implementation of this program included in the proposal?

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.

Please check all that apply:

- Program reviews are identified in the proposal.
 - Accreditation visits are identified in the proposal.
 - Internal reviews for any university degree programs related to the proposed program (especially those within the same academic unit) are identified in the proposal.
- Are all the recommendations (from program review and/or accreditation visits) for this program listed?

- Is the institution's progress in implementing these recommendations summarized in the proposal?

VIII. Curriculum

A. Student Learning Outcomes

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.

YES NO

- Are the specific expected student learning outcomes associated with the proposed program listed?
- If this is a bachelor's program, is the link to the Academic Learning Compact included in the proposal?
- If "no", was selected above, are the Academic Learning Compacts included in the appendix of this proposal?

B. Admission and Graduation

Describe the admission standards and graduation requirements for the program.

YES NO

- Are the admission standards presented in this proposal?
- Are the graduation requirements presented in this proposal?

C. The Curriculum

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.

YES NO

- Is the curriculum for the proposed program included?

The curriculum includes: (please select all that applies)

- the number of credit hours for each course
- the composition of required core courses

- restricted electives
- unrestricted electives
- thesis requirements
- dissertation requirements
- the total number of semester credit hours for the degree

D. Course of Study

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

YES NO

- Does the proposed program include a sequenced course of study for all majors, concentrations, or areas of emphasis?

E. Course Descriptions

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

YES NO

- Does the proposal include a description for each required course?
- Does the proposal include a description for each elective course?
- Are there any courses included in the curriculum that do not have a brief description in this section?

F. Industry Input in Curriculum

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

YES NO

- Does the proposed program belong to a science or technology discipline?
- If "yes", does the proposal discuss how industry-driven competencies were identified and incorporated into the curriculum?
- Does the proposal indicate whether any advisory council exists to provide input for curriculum development and student assessment?

G. Accreditation Agencies

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.

YES **NO**

- Are all the specialized accreditation agencies that would be concerned with the proposed program listed in the proposal?
- Are all the learned societies that would be concerned with the proposed program listed?
- Will the university seek accreditation for the program if it is available?
- If “no[t]”, does the proposal list an explanation?
- If “yes”, does the proposal provide a timeline for seeking accreditation?

H. Doctoral Program Accreditation

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?

YES **NO**

- Is the proposed program a doctoral level program? (if not skip this section)
- If “yes”, does the proposal 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 there any corresponding bachelor’s or master’s programs associated with the proposed program?
- If “yes”, are these corresponding programs accredited?
- If “no[t]”, is there an explanation offered as to why the corresponding programs are not accredited?
- Does the proposal include a consultant’s report?

I. Program Delivery

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 in Appendix A. 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.

YES NO

Does the proposal describe the delivery system for this program?

Check all that apply regarding the delivery methods used for the proposed program:

- traditional delivery on main campus
- traditional delivery at branch campuses or centers
- nontraditional delivery - distance learning
- nontraditional delivery - distributed learning
- nontraditional delivery - self-paced instruction
- nontraditional delivery - external degree programs

Does the proposed delivery system require specialized services?

Does the proposed delivery system require greater than normal financial support?

If "yes", are the costs associated with it elaborated in Table 2 - Appendix A?

Does the proposal provide a narrative regarding the feasibility of delivering the proposed program through collaboration with other universities, both public and private?

Does the proposal note if specific queries were made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships?

IX. Faculty Participation

A. Faculty

Use Table 4 in Appendix A 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).

YES NO

- Does Table 4 - Appendix A identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5?

Table 4 - Appendix A includes: (check all that apply)

- faculty's code associated with the source of funding for the position
- faculty's name
- faculty's highest degree held
- faculty's academic discipline or specialization
- faculty's contract status (tenure, tenure-earning, or multi-year annual [MYA])
- faculty's contract length in months
- faculty's percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours)

- Are all rows and columns correctly summed?

B. Cost and Funding

Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). 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.

YES NO

- Does Table 2 - Appendix A list the costs and associated funding resources for existing and anticipated ranked faculty?
- Does Table 2 - Appendix A list the costs for visiting and adjunct faculty under the Other Personnel Services (OPS) category?
- Does the proposal provide a narrative summarizing projected costs and funding sources?
- Are all rows and columns correctly summed?

C. Curriculum Vitae

Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

YES NO

- Does the proposal provide in the appendices the curriculum vitae for each existing faculty member (except for visiting and adjunct faculty)?

D. Teaching, Research & Service

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.

YES NO

- Does the proposal provide evidence that the academic units associated with this new degree have been productive in teaching, research, and service?

The evidence include: (check all that apply)

- trends over time for average course load
- FTE productivity
- student HC in major or service courses
- number of degrees granted
- amount of external funding attracted
- qualitative indicators of excellence
- other:

X. Non-Faculty Resources

A. Library

Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

YES NO

- Does the proposal describe the library resources available to implement and/or sustain the proposed program through Year 5?
- Is the total number of volumes and serials available in this discipline and related fields provided?
- Are the major journals that are available to the students listed in the proposal?
- Does the proposal contains the signature of the Library's Director, indicating that this subsection and the following subsection (B) have been reviewed and approved?

B. Library Projected Costs Regarding the Program

Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

YES NO

- Does the proposal describe any additional library resources that are needed to implement and/or sustain the program through Year 5?
- Are the projected costs of additional library resources included in Table 3 - Appendix A?

C. Available Facilities

Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

YES NO

- Does the proposal include a description of (check all that apply)
- classrooms
 - teaching laboratories
 - research laboratories
 - offices
 - other types of space necessary and currently available to implement the proposed program through Year 5?

D. Facilities Needed

Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction, because that information should be provided in response to X (J) below.

YES NO

- Does the proposal mention facilities that are needed through Year 5 to implement the proposed program? (check all that apply)
- classrooms
 - teaching laboratories
 - research laboratories
 - offices

other types of space necessary and currently available to implement the proposed program.

Does the proposal include projected Instruction and Research (I&R) costs of additional space in Table 2 – Appendix A?

E. Available Equipment

Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

YES NO

Does the proposal reference specialized equipment that is already available to implement the program through Year 5? (check all that apply)

- instructional requirements (equipment available for instruction)
- research requirements (equipment available for research)

F. Equipment Needed

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 in Appendix A.

YES NO

Does the proposal mention equipment that will be needed through Year 5 to implement and/or sustain the proposed program? (check all that apply)

- instructional equipment
- research equipment

Does the proposal include projected Instruction and Research (I&R) costs of additional equipment in Table 2 – Appendix A?

G. Special Resources Needed

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 in Appendix A.

YES NO

Is there a description of additional special categories of resources needed to implement the program through Year 5? (check all that apply)

- access to proprietary research facilities
- access to specialized services
- extended travel

other

Does the proposal include projected costs of special resources in Table 2 - Appendix A?

H. Fellowships, Scholarships, Graduate Assistantships

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

YES NO

Does the proposal describe: (check all that apply)
 fellowships
 scholarships
 graduate assistantships
to be allocated to the proposed program through Year 5.

Does the proposal include the projected costs in Table 2 - Appendix A?

I. Internships

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.

YES NO

Does the proposal describe currently available sites for: (check all that apply)
 internships
 practicum experiences (if appropriate) to the program?

Does the proposal mention any plans for seeking additional sites in Year 1 through Year 5?

J. Additional Expenses

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 in Appendix A 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.

YES NO

Does the proposal mention the need for new capital expenditures for instructional

and research space?

- If "yes", does the proposal indicate where this item appears on the university's fixed capital outlay priority list?
- If non-I&R costs, such as indirect costs affecting libraries and student services are expected to increase as results of the program, does the proposal offer a narrative estimating those expenditures?

YES NO TECHNICAL REVIEW

- Is Table 1 complete?** (Headcount and FTE for Undergraduate (1-A)/Graduate (1-B) Degree Programs)
- Are there more headcounts than FTEs? (Generally, this should be the case.)
- Are headcounts and FTEs consistent with those on the cover page?
- Are the columns correctly summed?
- Is Table 2 complete?** (Projected costs and funding sources)
- Are the Faculty Positions funded for Years 1 and 5 consistent with Table 4 (faculty table)?
- Are estimated costs for Years 1 and 5 identical to those on the cover page?
- Are the reallocated dollars in the first column consistent with Table 3?
- Are all rows and columns correctly summed?
- Is Table 3 complete?** (Anticipated Reallocation)
- Are all rows and columns correctly summed?
- Is Table 4 complete?** (Anticipated Faculty Participation)
- Are all rows and columns correctly summed?