Checklist for the New Degree Program Proposal

1. **Cover Page** - Make sure all numbers from Tables 1 and 2 match what appears on the cover page. Check with the Office of Decision Support for USF and SUS cost per FTE data; your program costs must be consistent with these data.

2. **Entire Proposal** - Make sure you read each section of the proposal and respond to each part of every question. See below.
   a. **Part I-A** - Make sure you note everything asked but do so in succinct paragraphs.
   b. **Part I-B** - It is very important to show exactly how the program is consistent with the SUS Strategic Planning Goals—directly and indirectly.
   c. Do not use “N/A” as a response unless the program is at a level that is specifically excluded from the question.

3. **Institutional Need and Demand** - There must be shown a true need for the program with data provided at the national, state, and/or local level. These sources need to be referenced. Information from agencies or industries should be provided. It is important that the need includes how this program will benefit the State and citizens of Florida.

4. **Demand** - Do not forget to include information from surveys or other communications that students will enroll in the program.

5. **Similar Programs** - If similar programs exist in the state, show how you have communicated with the institution and you clearly show the need for your program.

6. **Headcount and FTE** - Follow the directions about projected student headcount and FTE very carefully. Remember that one graduate FTE is calculated at 32 credit hours per year.

7. **Budget** - Carefully follow the budget directions. Be sure to include information as to how external resources will be available to support the proposed program and how internal resources will be shifted—in most cases you cannot truthfully say there will be no shifts!

8. **Part IV-Projected Benefit** - Clearly AND Concisely show from Tables 1 and 2, and the supporting narrative for Need and Demand the projected benefit of this program to the university, local community, and state. Clearly show the distinction between qualitative and quantitative measures.

9. **Institutional Readiness** - For this section you must clearly show how the program relates to the institutional mission statement in the SUS and the USF strategic plans and how it relates to institutional strengths. You should label paragraphs that address these items distinctly and clearly.

10. **Planning/Implementation Processes** - This section needs to be accurate and complete. It should include the process that begins in departments, moves to the College level, then the Graduate Council, and on to AAMC, and eventually to the BOT (masters and doctoral programs) and BOG (doctoral programs). Do not skimp on information here—put in a table of activities and a chronology, and include who was involved, both from within and outside of USF. Also show the events that will be done leading to implementation.

11. **Part VII-Program Quality Indicators** - Completely show those program reviews related to the program and how you have responded to recommendations.
12. **Part VIII-Curriculum**—In this section you must clearly show program outcomes for the degree. Remember that outcomes should be action-based and begin with an action verb. They should be measurable, specific, and time-limited. For example, by the end of the degree program, the students will be able to: Critically evaluate public health databases in the determination of the epidemiologic profile of diseases.

13. **Also for Part VIII—indicate all Admission AND Graduation requirements.** The curricular framework provided should include total credit hours, required courses, electives, thesis/dissertation requirements, and TOTAL NUMBER OF SEMESTER HOURS needed for the degree. Be very specific and sequence the degree and include course descriptions (one or two sentences).

14. **For degrees in the science and technology disciplines.** show how industry-driven competencies were first identified and then utilized in the curriculum and especially identify if an industry advisory council was/is used.

15. **Accreditation Agencies** - Make sure you include information about accreditation agencies related to the degree program. Do not reference SACS—only professional associations or learned societies that accredit degree programs in the discipline of the proposed program.

16. **The proposed delivery system** for the program must be clear and if there will be collaboration with other universities.

17. **Part IX-Faculty Information**—Make sure you complete all faculty information as requested, including part C where you need to list the faculty name, and number of master’s thesis and/or doctoral dissertations he or she has directed. Include ONLY faculty who will actually deliver the program; faculty who will chair/serve on dissertation and thesis committees and not teach courses should not be listed in the table but may be included on a list of associated faculty. Also, you need to show professional publications for existing faculty members (not adjuncts nor visiting faculty). There is also a need in Part D to show productivity of the unit in teaching, research, and service. Follow directions as to how to demonstrate this.

18. **Part X**-Read each of these questions carefully pertaining to Non-Faculty Resources and answer completely. Make sure you discuss in C the actual space that is currently available to implement the proposed program through Year 5.

19. **Tables I-B through Table 4**- It is critical you carefully complete all the required Tables I-B through Table 4.

**Definitions for Tables:**

- A 9-month faculty member working full-time is 1.00 FTE.
- A 12-month faculty member working full-time is also 1.0 FTE.
- A person year is one 12-month employee at 1.00 FTE. So one 9-month faculty member (full-time but less than a full year) is .75 person years.