

**MEMORANDUM**

**DATE:** June 4, 2012

**TO:** Deans

**FROM:** Brenda J. Claiborne, Provost and  
Chief Academic Officer *Brenda J. Claiborne*

**SUBJECT:** New Academic Degree and Other Program Approval

**Cc:** Gitanjali Kaul, Vice President, Strategic Planning and Information Technology  
Provost's Advisory Council  
William Mc Daniel, President  
University Faculty Senate

- (1) **PURPOSE:** Florida Atlantic University Regulation 3.002, New Academic Degree Program and Other Academic Program Approval, stipulates that the Florida Atlantic University ("FAU") Board of Trustees ("BOT") shall ensure that university policies and procedures for degree program planning and approval are consistent with the Florida Board of Governors ("BOG") Regulation 8.011, Authorization of New Academic Degree Program and Other Curricular Offerings. The BOG Regulation states that these policies will include at a minimum:

"(A) A formal process for determining degree programs that the university will explore for implementation over the period covered by the university strategic plan and the university work plan;

( B) A formal process for review and approval of proposed programs by the appropriate curriculum, financial, and administrative entities of the university.;

(C) A formal written review of doctoral program proposals by a qualified external consultant prior to consideration of the proposal by the board of trustees. Alternatively, institutions may utilize a cross-section of visiting experts who contribute to the proposal development process. Their contribution to the process must be documented and described in the proposal;

(D) A process for final consideration by the board of trustees that includes review of the proposed program by the full board or a designated committee with regard to Board of Governors approval criteria and implementation costs; and

(E) Adoption of common State University System ("SUS) new degree proposal format developed by Board staff in collaboration with university academic affairs officers.

(1) PROCEDURES: NEW ACADEMIC DEGREE PROGRAM APPROVAL

(A) The academic unit(s), in consultation with the chair(s)/director(s) , the dean(s) and the Provost, may initiate development of a new degree program within the parameters of FAU's Strategic Plan, FAU's Work Plan, and the Strategic Plan of the Florida SUS.

(B) FAU's *New Degree Program Feasibility Study Form* and the BOG SUS of Florida *Worksheet Tables 1-A Projected Headcount From Potential Sources* (Baccalaureate Degree Program), or *1-B* (Graduate Degree Program), and *Tables 2 Projected Costs and Funding Sources* (Budget), *3 Anticipated Reallocation of Education and General Funds* (Reallocation), and *4 Anticipated Faculty Participation* (Faculty) must be submitted to the Office of the Provost for review and approval.

(C) If approved by the Provost, academic degree proposal development should be formally initiated by completion of the BOG SUS of Florida *Request to Offer a New Degree Program* form and *Worksheet Tables 1-A Projected Headcount From Potential Sources* (Baccalaureate Degree Program), or *1B* (Graduate Degree Program), and *Tables 2 Projected Costs and Funding Sources* (Budget), *3 Anticipated Reallocation of Education and General Funds* (Reallocation), and *4 Anticipated Faculty Participation* (Faculty) and a Student Learning Outcomes Assessment plan for this degree. During this initial stage, consultation with the Provost's Office is required, particularly in regard to issues of budget and enrollment.

a. If the program duplicates another degree program at a state university in Florida which has substantially similar curriculum, evidence must be provided that the university has investigated the potential impact on that program, has discussed opportunities for collaboration with the affected university, and can substantiate the need for duplication. These transactions shall be conducted through the Office of the Provost.

b. If the proposal is for a new doctoral program, a formal written review by a qualified external consultant prior to consideration of the proposal by the BOT is required.

(D) The dean or designee shall submit the completed proposal for review by the appropriate college committees as designated by college bylaws (i.e., college curriculum committee; college faculty assembly).

- (E) The dean shall submit the proposal, with recommendations of the college committees, to the Provost. The Provost will request review of the proposal by the appropriate internal staff (Associate Provosts of Programs, Assessment and Instruction) and then by the Dean of the Graduate College if the proposal is a graduate program, or the Dean of Undergraduate Studies if the proposal is an undergraduate program.
  - (F) If the proposal is not approved by the Provost at this time, it will be returned to the dean. The dean will be advised to revise and resubmit or that the proposal is not viable at this time.
  - (G) If the proposal is approved by the Provost at this time, the appropriate committees of the University Faculty Senate (“UFS”) (Undergraduate Programs Committee, Graduate Programs Committee, Academic Planning and Budget Committee) will review the request for a new degree program and provide a recommendation to the UFS for action. Upon completion of this review and action by the UFS, the request will be returned to the Provost.
  - (H) The Provost will provide a final review and, if acceptable, endorse and transmit the request to the BOT Committee on Academic and Student Affairs (“CASA”).
  - (I) Approved requests will be reviewed by the CASA. A positive recommendation from this Committee will be transmitted to the BOT for authorization to implement the proposed program.
  - (J) All new baccalaureate and master’s level programs approved by the BOT will be transmitted by the Provost to the BOG Office of Academic and Student Affairs for review and inclusion on the SUS Academic Program Inventory.
  - (K) All new doctoral program proposals approved by the BOT will be further transmitted by the Provost to the Florida BOG for approval and authorization.
  - (L) Once written documentation has been received from the Florida BOG Office of Academic and Student Affairs that the academic degree program has been added to the Florida SUS Academic Program Inventory, this documentation will be transmitted by the Provost to the Vice President of Strategic Planning and Information Technology, the Dean of the college(s) in which the program will reside, and the President of the University Faculty Senate.
- (2) PROCEDURES: OTHER ACADEMIC PROGRAM APPROVAL
- (A) Other academic programs and curricular offerings will be reviewed and approved by the appropriate academic units as follows:
    - a. Program Minors. A program minor consists of an organized curriculum offered to students who are not obtaining a Major of which the minor is a component. Program Minors require a minimum of 12 credits. They will be reviewed by the appropriate college and University Faculty Senate Committees, and approved by the University Faculty Senate and the Provost.
    - b. Tracks, Concentrations, Areas of Emphasis, Honors in the Major: Tracks, concentrations, areas of emphasis, and honors in the major are any organized

curriculum that is offered as part of an individual student's degree plan and which enhances or complements the degree to be awarded. The total number of credit hours required for the degree does not change, only the coursework and/or experiences (thesis or other culminating experience). These will be reviewed by the appropriate college and University Faculty Senate Committees, and approved by the University Faculty Senate and the Provost.

- c. College Credit Certificate Programs: College Credit Certificate Programs have specific educational or occupational goals and lead to a certificate, diploma or similar form of recognition. College Credit Certificates require a minimum of 12 credits. They will be reviewed by the appropriate college and University Faculty Senate Committees, and approved by the University Faculty Senate and the Provost.
- d. Off-Campus Degree Offerings: A plan to offer courses for an existing degree at an off-campus site must be approved by the Provost. Initiating an off-campus site at which a student may earn at least 25% but less than 50% of credits toward a program requires notification of the Southern Association of Colleges and Schools (SACS). Initiating an off-campus site where students can earn at least 50% of the credits toward an educational program requires approval by SACS. The SACS policies for Substantive Change need to be consulted and the appropriate paperwork submitted to the Provost, who will transmit them to the Vice President for Strategic Planning and Information Technology, as the SACS liaison.
- e. Dual Degree Programs: A plan to offer an existing FAU degree as a joint or dual degree with another institution must be approved by the Provost. The SACS policies for Substantive Change need to be consulted and the appropriate paperwork submitted to the Provost, who will transmit them to the Vice President for Strategic Planning and Information Technology, as the SACS liaison.
- f. Non-College Credit Certificate Programs: Non-college credit certificate programs are offered as continuing education and may lead to a certificate recognized as a credential for employment. They may be measured in clock hours, continuing education units, competency exams or other means designated as appropriate by the unit. They shall be reviewed and approved by the sponsoring unit, the appropriate Dean, and the Provost.

**New Degree Program Feasibility Study Form**

Before beginning the process of requesting a new degree program, carefully review the Florida Board of Governor's ("BOG") "Request to Offer a New Program" document.

Florida Atlantic University's "New Degree Program Feasibility Study Form" should be used to request permission to plan a new degree program. Approval of this feasibility study does not constitute approval of the new degree; it only gives the requesting unit permission to develop the complete proposal. Submit this form and a draft of Worksheet Tables 1-A (Projected Headcount From Potential Sources - Baccalaureate Degree Program) or 1-B (Projected Headcount from Potential Sources – Graduate Degree Program), and Tables 2 (Projected Costs and Funding Sources), 3 (Anticipated Reallocation of Education and General Funds), and 4 (Anticipated Faculty Participation).

1. Name of the program and proposed degree with CIP code and proposed date of implementation.
  
  
  
  
  
  
  
  
  
  
2. Briefly describe the degree program, including the primary educational objectives.
  - a. Describe the rationale for the proposed new degree.
  
  
  
  
  
  
  
  - b. Provide data demonstrating the interest of students in entering the program (surveys, etc.) and the need for program graduates in the workforce and/or in graduate programs (if the degree is an undergraduate one).
  
  
  
  
  
  
  
  
  
  
3. Describe how the proposed program supports:

- a. The department's strategic plan
  
  - b. The college's strategic plan
  
  - c. FAU's 2012-2017 Strategic Plan and signature themes
  
  - d. The Florida Board of Governor's Strategic Plan (2012-2015)
4. Describe the relationship of this new degree to existing university programs.
- a. If the proposed program is an undergraduate degree, how will implementation affect any graduate programs delivered by the departmental faculty?
  
  - b. If the proposed program is a graduate degree, how will implementation affect any undergraduate programs delivered by departmental faculty?

5. a. Describe the number of faculty available for this program and their qualifications – demonstrated by research and meeting the credentialing standards for proposed courses. The narrative should be consistent with Table 4 ((Anticipated Faculty Participation).

a. Are new faculty necessary to implement the program?

6. Describe the budget and source of funding for this program. The narrative should be consistent with Table 2 (Projected Costs and Funding Sources) and Table 3 (Anticipated Reallocation of Education and General Funds).

7. Identify SUS institutions offering similar programs and discuss any potential duplication with these existing degree programs.

9. If this is a proposal for a baccalaureate degree, do you anticipate:

- a. Requesting exception to the 120 credit hours to degree as required by state statute?

Yes \_\_\_\_\_ No \_\_\_\_\_

If Yes, please indicate justification:

- b. Requesting limited access status?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, please indicate justification:

8. List new courses that would be offered as part of this new degree program:

9. List existing courses that will be included in this new degree program:

*Please include complete contact information:*

Contact name: \_\_\_\_\_

Campus phone number: \_\_\_\_\_

Email Address: \_\_\_\_\_

Campus mail address: \_\_\_\_\_

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date



APPENDIX A

TABLE 1-A (DRAFT)  
 PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
 (Baccalaureate Degree Program)

Sources of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida community college transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* List projected annual headcount of enrolled students majoring in the program.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

**APPENDIX A**  
**TABLE 1-B (DRAFT)**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
 (Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given Individuals drawn from agencies/industries in your service area (e.g., older returning students)	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* List projected yearly cumulative ENROLLMENTS instead of admissions

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2 (DRAFT)  
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5					Subtotal E&G, Auxiliary, and C&G	
	Funding Source						Funding Source						
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)		Auxiliary Funds
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

Faculty and Staff Summary

	Year 1	Year 5
Total Positions	0	0
Faculty (person-years)	0	0
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$0	\$0
Annual Student FTE	11.5	10.73
E&G Cost per FTE	\$0	\$0

**APPENDIX A**  
**TABLE 3 (DRAFT)**  
**ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
<b>Totals</b>	\$0	\$0	\$0

\* If not reallocating funds, please submit a zeroed Table 3

# APPENDIX A

## TABLE 4 (DRAFT) ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	FY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	FY Year 5
A	John Smith, Ph.D. Mathematics	Asst. Prof.	Tenure	Fall 2007	0	0.00	0.00	0.00	0	0.00	0.00	0.00
C	Sally Jones, Ph.D. Physics	Professor	MYA	Fall 2010	0	0.00	0.00	0.00	0	0.00	0.00	0.00
	Name, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	Name, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	<b>Total Person-Years (FY)</b>											<b>0.00</b>

Faculty Code	Source of Funding	FY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	0.00	0.00
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/grants	0.00	0.00
E	New faculty to be hired on contracts/grants	0.00	0.00

Overall Totals for

Year 1

0.00

Year 5

0.00

DRAFT

# Board of Governors, State University System of Florida

## Request to Offer a New Degree Program

\_\_\_\_\_  
**University Submitting Proposal**

\_\_\_\_\_  
**Proposed Implementation Term**

\_\_\_\_\_  
**Name of College(s) or School(s)**

\_\_\_\_\_  
**Name of Department(s)/ Division(s)**

\_\_\_\_\_  
**Academic Specialty or Field**

\_\_\_\_\_  
**Complete Name of Degree**

\_\_\_\_\_  
**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 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
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. 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.*

**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.

- B. 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 support and which goals the program will indirectly support. (See the SUS Strategic Plan at <http://www.flbog.org/about/strategicplan/>)

Insert response here.

- C. 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.

The Areas of Programmatic Strategic Emphasis:

1. Critical Needs:
  - Education
  - Health Professions
  - Security and Emergency Services
2. Economic Development:
  - Globalization
  - Regional Workforce Demand
3. Science, Technology, Engineering, and Math (STEM)

Insert response here.

- D. 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.

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 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.

Insert response here.

- D. 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.

Insert response here.

- E. 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.

Insert response here.

\_\_\_\_\_  
Signature of Equal Opportunity Officer

\_\_\_\_\_  
Date

**III. Budget**

- A. 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.

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 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.

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 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)

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 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.

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 Board of Governors 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 at 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 indicate whether 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 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.

Insert response here.

#### IX. Faculty Participation

- A. 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).

Insert response here.

- B. 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.

Insert response here.

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

#### X. Non-Faculty Resources

- A. 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.

Insert response here.

- B. 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.

Insert response here.

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Signature of Library Director

Date

- C. 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.

Insert response here.

- D. 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.

Insert response here.

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

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 in Appendix A.

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 in Appendix A.

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 in Appendix A.

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 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.**

Insert response here.

DRAFT

APPENDIX A

TABLE 1-A (DRAFT)  
 PROJECTED HEADCOUNT FROM POTENTIAL SOURCES  
 (Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida community college transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.



**APPENDIX A**  
**TABLE I-B (DRAFT)**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
 (Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.  
 \*\* If numbers appear in this category, they should go DOWN in later years.  
 \*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A

TABLE 2 (DRAFT)  
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1					Year 5							
	Funding Source					Funding Source							
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds	Subtotal E&G, Auxiliary, and C&G
Faculty Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
<b>Total Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

Faculty and Staff Summary

	Year 1	Year 5
Total Positions	0	0
Faculty (person-years)	0	0
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$0	\$0
Annual Student FTE	11.5	10.73
E&G Cost per FTE	\$0	\$0

**APPENDIX A**

**TABLE 3 (DRAFT)  
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS\***

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
<b>Totals</b>	\$0	\$0	\$0

\* If not reallocating funds, please submit a zeroed Table 3

# APPENDIX A

## TABLE 4 (DRAFT) ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	John Smith, Ph.D. Mathematics	Asst. Prof.	Tenure	Fall 2007	0	0.00	0.00	0.00	0	0.00	0.00	0.00
C	Sally Jones, Ph.D. Physics	Professor	MYA	Fall 2010	0	0.00	0.00	0.00	0	0.00	0.00	0.00
	Name, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	Name, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	<b>Total Person-Years (PY)</b>							<b>0.00</b>				<b>0.00</b>

Faculty Code	Source of Funding	PY Workload by Budget Classification	
		Year 1	Year 5
A	Existing faculty on a regular line	0.00	0.00
B	New faculty to be hired on a vacant line	0.00	0.00
C	New faculty to be hired on a new line	0.00	0.00
D	Existing faculty hired on contracts/grants	0.00	0.00
E	New faculty to be hired on contracts/grants	0.00	0.00

Overall Totals for 

Year 1	0.00
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Year 5	0.00
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