

Attachment C

Florida Board of Governors

Recommended Proposal Format for New Bachelor's or Master's Degree Program

University Submitting Proposal

Proposed Implementation Date

Name of College or School

Name of Department(s)

Academic Specialty or Field

Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Vice President for Academic Affairs

Date

President

Date

Indicate the dollar amounts appearing as totals for the first and the fifth years of implementation as shown in the appropriate summary columns in DCU Table Four. Provide headcount and FTE estimates of majors for years one through five. Headcount and FTE estimates should be identical to those in DCU Table Three.

	Total Estimated Costs	Projected Student Enrollment	
		Headcount	FTE
First Year of Implementation	\$ _____		
Second Year of Implementation			
Third Year of Implementation			
Fourth Year of Implementation			
Fifth Year of Implementation	\$ _____		

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal in order to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description

Describe the degree program under consideration, including its level, emphases (including tracks or specializations), and the total number of credit hours.

READINESS

II. Institutional Mission and Strength

- A. Is the proposed program listed in the current State University System Strategic Plan? How 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. How does the proposed program specifically relate to existing institutional strengths such as programs of emphasis, other academic programs and/or institutes and centers?
- C. Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing the university personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

III. Program Quality - Reviews and Accreditation

If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize the institution's progress in implementing the recommendations.

IV. Curriculum

- A. For all programs, provide, a sequenced course of study and list the expected specific learning outcomes and the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum, as required in FS 1001.02 (6). Also indicate the number of credit hours for the required core courses, other courses, thesis hours and the total hours for the degree.
- B. Describe the admission standards and graduation requirements for the program.
- C. List the accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.
- D. Provide a one or two sentence description of each required or elective course.

- E. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an assessment of the potential for delivery of the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to the feasibility of shared courses utilizing distance learning technologies, and joint-use facilities for research or internships.

V. Assessment of Current and Anticipated Faculty

- A. Use DCU Table One to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. Append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.
- B. Also, use DCU Table One to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., A, B, C, D, or E as detailed in the lower portion of Table One), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.
- C. Use DCU Table One to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the fifth year of implementation, assuming that the program is approved. (*Note: this total will carry over to DCU Table Four's fifth year summary of faculty positions.*)

VI. Assessment of Current and Anticipated Resources

- A. In narrative form, assess current facilities and resources available for the proposed program in the following categories:
1. Library volumes (Provide the total number of volumes available in this discipline and related fields.)
 2. Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at your institution.)
 3. Describe classroom, teaching laboratory, research laboratory, office, and any other type of space, which is necessary and currently available for the proposed program
 4. Equipment, focusing primarily on instructional and research requirements
 5. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)
 6. Internship sites if appropriate
- B. Describe additional facilities and resources required for the initiation of the proposed program (e.g.,

library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (DCU Table Four), and the source of funding indicated. DCU Table Four only includes 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. It is expected that high enrollment programs in particular would necessitate increased costs in non- I&R activities.

ACCOUNTABILITY

VII. Assessment of Need and Demand

- A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in your service area; and summaries of prospective student inquiries.) Indicate potential employment options for graduates for the program. If similar programs (either private or public) exist in the state, provide data that support the need for an additional program. Summarize the outcome of communication with such programs.
- B. Use the appropriate DCU Table Three (A for Baccalaureate, B for Graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first five years of implementation, categorizing them according to their primary sources. In the narrative following Table Three, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines, which will likely occur.
- C. For all programs, indicate what steps will be taken to achieve a diverse student body in this program. Please create a place for signature at the end of section (VII)(C) and have your university's Equal Opportunity officer read, sign, and date this section of the proposal.

VIII. Budget

- A. Assuming no special appropriation for initiation of the program, how would resources within the institution be shifted to support the new program?
- B. Use DCU Table Four to display dollar estimates of both current and new resources for the proposed program for the first and the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program. If other programs will be negatively impacted by a reallocation of resources for the proposed program, identify the program and provide a justification.
- C. Describe what steps have been taken to obtain information regarding resources available outside the

institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.

- D. For graduate level programs, 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) and 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).
- E. Describe any other projected impacts on related programs, such as required courses in other departments.

IX. Productivity

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 headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

X. Access – 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.
- B. List any program prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the SUS. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites. *NOTE: Typically, all lower division course requirements 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.*
- 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 Rule 6C-6.001 (11) (e) and (f).*
- D. Provide evidence that community college articulation has been addressed and ensured, especially with those community colleges that are direct feeder schools.
- E. If the proposed program is an AS to BS capstone, ensure that it adheres to the guidelines approved by the ACC for such programs, as set forth in Rule 6A-10.024. List the prerequisites if any, including the specific AS degrees which may transfer into the program.

DCU TABLE ONE
FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR

Faculty CODE	Faculty Name or “New Hire”	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program	5 th Year Workload in Proposed Program (Portion of Person-year)
				Contract Status (Tenure status or equivalent)	Highest Degree Held		

Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year	Proposed Source of Funding for Faculty	TOTAL 5 th Year Workload by Budget Classification
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A	Current General Revenue	Existing Faculty – Regular Line	
B	Current General Revenue	New Faculty – To be Hired on Existing Vacant Line	

C	New General Revenue	New Faculty – To be Hired on a New Line	
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D	Contracts and Grants	Existing Faculty – Funded on Contracts and Grants	
E	Contracts and Grants	New Faculty – To Be Hired on Contracts and Grants	

Overall Total for 5th Year	
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Revised 8/8/03

DCU TABLE THREE-A
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES*

BACCALAUREATE DEGREE PROGRAM

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Source of Students (Non-Duplicated Count in Any Given Year)*	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university***										
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level**										
Florida community college transfers to the upper level**										
Transfers to the upper level from other Florida colleges and universities**										
Transfers from out of state colleges and universities**										
Other (Explain)**										
TOTAL										

* List projected yearly cumulative ENROLLMENTS instead of admissions.

Revised 8/8/03

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

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

DCU TABLE THREE-B
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES*

GRADUATE DEGREE PROGRAM

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
Source of Students (Non-Duplicated Count in Any Given Year)*	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)**										
Students who transfer from other graduate programs within the university***										
Individuals who have recently graduated from preceding degree programs at this university**										
Individuals who graduated from preceding degree programs at other Florida public universities										
Individuals who graduated from preceding degree programs at non-public Florida institutions**										
Additional in-state residents**										
Additional out-of-state residents**										
Additional foreign residents**										
Other (Explain)**										
TOTAL										

* List projected yearly cumulative ENROLLMENTS instead of admissions.

Revised 8/8/03

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

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

DCU TABLE FOUR COSTS FOR PROPOSED PROGRAM

INSTRUCTION & RESEARCH	FIRST YEAR				FIFTH YEAR			
	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		

POSITIONS (Person-years)								
Faculty					*	*	*	*
A & P								
USPS								
TOTAL								

* Cells should relate directly to faculty numbers in Table 2

SALARY RATE								
Faculty								
A & P								
USPS								
TOTAL								

I & R EXPENSES								
Salaries and Benefits								
Other Personnel Services								
Expenses								
Operating Capital Outlay								
Electronic Data Processing								
Library Resources								
Special Categories								
TOTAL I & R								

Revised 8/8/03