**New Graduate Degree Program Full Proposal**

**[Insert Title of New Degree Program]**

* + 1. **Academic Quality:** Provide analysis on competency, experience and number of faculty and adequacy of students, curriculum, computational resources, library, laboratories, equipment and other physical facilities, needed to mount the program.
       1. In addition to this analysis, for **entry level graduate degree programs,** academic quality assessment will focus on the adequacy of the answers provided in response to the following questions: ***Delete this section if your new program is a professional degree.***
          1. Is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?
          2. Does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?
          3. Does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?
          4. Is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?
          5. Is there an adequate description of the required culminating experience such as an exit project (which would not necessarily be a research experience)?
          6. Does the proposed program identify faculty resources appropriate for the research component of the program?
          7. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?
          8. What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?
       2. In addition to the analysis given in the statement after “Academic Quality,” for **professional graduate degree programs** academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions: ***Delete this section if your new program is not a professional degree.***
          1. What admission criteria—in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose —are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.
          2. Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.
          3. Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.
          4. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?
          5. How are theory and practice integrated within the curriculum?
          6. What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?
          7. Describe the culminating academic experience and how it will contribute to the enhancement of the student’s professional preparation.
       3. The special case of professional science master’s (PSM) degree programs. ***Delete this section if your new program will not have designation as PSM.***
          1. There is a special category of professional graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master’s Association. Such programs can be granted the designation “Professional Science Master’s” or “PSM.”
          2. Criteria for obtaining such a designation can be found at [www.sciencemasters.com/Default.aspx?tabid=116](http://www.sciencemasters.com/Default.aspx?tabid=116).
          3. For informational purposes only. Do you contemplate seeking such recognition as a PSM from the National Professional Science Master’s Association? Is the program going to be seeking such recognition?
    2. **Need.** Examples of potential metrics of program need include:
       1. Student interest and demand; potential enrollment; ability to maintain the critical mass of students.
       2. Institutional need; plan for overall development of graduate programs at the proposing institutions.
       3. Societal demand; intellectual development; advancement of the discipline; employment opportunities.
       4. Scope; local, regional and national needs; international need.
    3. **Access and Retention of Underrepresented Groups**
       1. Plan to ensure recruitment, retention and graduation of underrepresented groups within the discipline.
       2. Provide as background a general assessment of:
          1. Institution and departmental profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline.
          2. Compare underrepresented groups degree recipients from the department and university at all levels compared to national norms. Supply data by group where available.
    4. **Statewide Alternatives**
       1. Programs available in other institutions.
       2. Appropriateness of specific locale for the program.
       3. Opportunities for inter-institutional collaboration.
       4. Institutional Priority and Costs
          1. Support and commitment of the proposing institution’s central administration.
          2. Adequacy of available resources committed for the initiation of the program.
    5. **External Support**
       1. Community, foundation, governmental and other resources.

**SUPPLEMENTAL INFORMATION TO ACCOMPANY FULL PROPOSAL**

1. **Clarification and revisions** based upon the reviews of the program development plan (PDP).
2. Any **additional information** needed to address the review criteria for new programs.
3. **Appendice**s containing such items as faculty vitae, course descriptions, needs surveys and consultants’ reports.
4. **Certification of Curriculum Proposal (CCP)** form ([www.kent.edu/provost/curriculum/curricular-forms](http://www.kent.edu/provost/curriculum/curricular-forms))
5. **Internal memos concerning duplication, encroachment, impact, support** that affect department, college and regional campuses’ resources (staffing, space, library, finances).
6. **External letters of support, survey results.**
7. **Catalog copy**, including admission requirements, job opportunities and course requirements (see another graduate program in [www.kent.edu/catalog](http://www.kent.edu/catalog) for an example).
8. **Keywords** to identify the program for people using the GPSwebsite ([www.kent.edu/gps](http://www.kent.edu/gps)).