**New Program Development: Stage 1 Review Checklist**

Academic Planning and Program Development

Sam Houston State University

**Administrative**

Proposed Program Name: Click or tap here to enter text.

Reviewer: Choose an item.

Date: Click or tap to enter a date.

**Format**

|  |  |
| --- | --- |
|  | Program title matches THECB required format |
|  | Typeface is consistent |
|  | Margins are consistent |
|  | All tables/figures are labeled appropriately |
|  | All tables/figures are referenced correctly in content |
|  | All data is cited appropriately |
|  | Formatting is consistent, clean, and easy to read |
|  | The form has been updated to the most recent OAPA version |

**Format Comments:** Enter comments here.

**Mechanics**

|  |  |
| --- | --- |
|  | Copyedit conducted |
|  | All acronyms/abbreviations are explained upfront |
|  | Free of awkward/unclear sentences |
|  | Active verbs are utilized |
|  | Free of passive language |
|  | Free of incomplete sentences |
|  | Degree programs are spelled out first and then abbreviated appropriately (i.e., B.S. not BS) |

**Mechanics Comments:** Enter comments here.

**Content**

|  |  |
| --- | --- |
|  | Identified CIP Code is appropriate for proposed program / CIP Code title is present |
|  | Internal data verified via EPA report |
|  | External data verified via source provided |
|  | All data is within 12 months of the proposal (free of stale data) |
|  | Data between table/graphs and content are consistent and accurate |
|  | Data sources are not used in cross-comparison (i.e., comparing 2020 Emsi data with 2021 BLS data) |
|  | All unfavorable data is addressed |
|  | Enrollment data for all relevant SHSU programs are included |
|  | Non-traditional degree plans (i.e., 4+1 or 3+1) are fully explained for laymen’s comprehension |
|  | All interdisciplinary stakeholders have signed off |
|  | All required review/approval signatures are present |
|  | All generalized statements are clarified/expanded upon for relevance |
|  | All concentrations/areas of focus are identified upfront |
|  | Summary paragraphs are strong (i.e., tie data to the strategic plan, curriculum, program purpose, etc.) |
|  | Delivery method is addressed when conflicting with data (i.e., virtual vs in-person) |
|  | Program level is addressed when conflicting with data (i.e., undergraduate vs graduate dominance in Texas/U.S.) |
|  | The proposal presents a compelling argument, including sufficient data, for the proposed program |

**Content Comments:** Enter comments here.

**Additional Comments**

Click or tap here to enter text.