Texas Higher Education Coordinating Board

**Proposal for a Doctoral Program**

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| **Directions:** This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) the Chief Executive Officer, acknowledging agreement to reimburse consultants’ costs; (3) a member of the Board of Regents (or designee), certifying Board of Regents approval for Coordinating Board consideration; or, if applicable, (4) a member of the Board of Regents (or designee), certifying that criteria have been met for Commissioner consideration. Additional information and instructions are available in the *Guidelines for Institutions Submitting Proposals for New Doctoral Programs* found on the Coordinating Board web site, [www.thecb.state.tx.us/newprogramscertificates](http://www.thecb.state.tx.us/newprogramscertificates). Institution officials should also refer to Texas Administrative Code (TAC) 5.46, *Criteria for New Doctoral Programs.*  **Note:** Institutions should first notify the Coordinating Board of their intent to request the proposed doctoral program before submitting a proposal. Notification may consist of a letter sent to the Assistant Commissioner of Academic Quality and Workforce, stating the title, CIP code, and degree designation of the doctoral program, and the anticipated date of submission of the proposal.  **Information:** Contact the Division of Academic Quality and Workforce at (512) 427-6200. |
| ***Administrative Information*** |
| **1.** **Institution Name and Accountability Group** |
| **2.** **Program Name** – *Show how the program would appear on the Coordinating Board’s program inventory*  *[e.g., Doctor of Philosophy (Ph.D.) in Electrical Engineering].* |
| **3.** **Proposed CIP Code** – *Include justification if the program title is not already included in the Texas Classification of Instructional Programs.* |
| **4.** **Program Description** – *Describe the program and the educational objectives.* |
| **5.** **Administrative Unit** – *Identify where the program would fit within the organizational structure of the institution*  *(e.g., The Department of Electrical Engineering within the College of Engineering).* |
| 1. **ProposedImplementation Date** – *Include the first year and semester that students would enter the program.* |
| 1. **Contact Person** – *Provide contact information for the person who can answer specific questions about the proposed program.*   Name:  Title:  E-mail:  Phone: |

**Proposed Doctoral Program -- Required Information**

In addition to the explanation provided for each section of the proposal, the THECB has provided a separate set of guidelines that provides information the proposal should address. The boxed information in each section of the proposal is the information contained in the guidelines in order to make use of only one document. Both sets of instruction/guidelines should be deleted in the final proposal documents.

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| Reminder: These guidelines are intended to provide additional information and instruction to institutional officials completing the Proposal for a New Doctoral Program. All proposals must use the latest version of the submission form, which is available on the Academic Quality and Workforce Division web page: http://www.thecb.state.tx.us/NewDegreeProgram&CertificateRequests.  Information: For additional help, please contact the Division of Academic Quality and Workforce at (512) 427-6200. |

**I. Need**

**A. Job Market Need**

Provide short- and long-term evidence of the need for graduates in the Texas and US job markets. Common sources for workforce need and workforce projections include the Bureau of Labor Statistics, the Texas Workforce Commission, and professional associations. If the program is designed to address particular regional or state needs in addition to workforce demands, provide a detailed description.

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| Guidelines: Demonstrating the need for additional graduates in the field is vital. Cite Bureau of Labor Statistics, Texas Workforce Commission, professional association data, and other documented data sources to create a supply/demand analysis. Institutions should be able to show how the number of new graduates produced both in Texas and nationally compares to the number of job openings that require a doctoral degree in the discipline now and in the future on both the national and state levels. The use of predictive modeling is encouraged. |

**B. Existing Programs**

Identify the existing programs and their locations in Texas. Provide enrollments and graduates of these programs for the last five years, and explain how the proposed program would not unnecessarily duplicate existing or similar programs in Texas. Provide evidence that existing Texas programs are at or near capacity and describe how the existing programs are not meeting current workforce needs. Provide the job placement of existing Texas programs. Provide information about the number of existing programs nationally.

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| Guidelines: The information provided indicates knowledge of existing programs in Texas and of high ranking programs nationally. This section provides an understanding of program duplication, capacity, and quality. Identify all existing degree programs in the state, include those specific to the region and major programs at peer institutions across the nation. Peer institutions have similar missions, doctoral-research/scholarship programs, and research expenditures. Peer institutions include, but are not limited to, out-of-state peer groups identified in the Coordinating Board’s Accountability System. This section addresses how the proposed program would not unnecessarily duplicate existing programs, including reasons such as the availability of similar programs, the capacity of existing programs, and/or the unique approach or emphasis of the proposed program. Include an assessment of capacity to accept additional students in existing Texas programs. One indicator of capacity is the faculty-to-student ratio in existing programs in the discipline. Another indicator is the number of students admitted to a program in comparison to the number of qualified applicants. |

**C. Student Demand**

Provide short- and long-term evidence of student demand for the program. Types of data commonly used to demonstrate this include increased enrollment in related and feeder programs at the institution, high enrollment in similar programs at other institutions, qualified applicants rejected at similar programs in the state, and student surveys. Provide documentation that qualified applicants are leaving Texas for similar programs in other states.

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| Guidelines: Types of data that demonstrate student demand may include increased enrollments in related programs at the institution, high enrollment in similar programs at other institutions, qualified applicants rejected at similar programs in the state or nation, and student surveys (if used, include complete methodology). Surveying students currently enrolled in feeder programs provides limited data about actual student demand. Information that demonstrates student interest includes the development of a student interest group. |

**D. Student Recruitment**

Describe recruitment efforts specific to the proposed program, including plans to recruit and retain students from underrepresented groups.

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| Guidelines: Plans to recruit students are realistic and based on evidence of student demand and unmet need in similar programs in Texas. Indicate if the proposed program and its discipline are projected to have a special attraction for students of a particular population. Be specific about efforts to recruit students from underrepresented groups. |

**E. Enrollment Projections**

Use Table 1 to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program, including the ethnic breakdown of the projected enrollment (White, African American, Hispanic, International, Other). Include summer enrollments, if relevant, in the same year as fall enrollments. Subtract students as necessary for projected graduations or attrition. Provide explanations of how headcounts, FTSE numbers, projections for underrepresented students, and attrition were determined. Define full-time and part-time status.

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| Guidelines: Projections are realistic and based on demonstrable student demand. Projections take into account student attrition, graduation rates, and part-time students. Attrition calculations should be based upon the average rates of related supporting graduate programs at the institution, if available. |

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| **Table 1.** Enrollment Projections | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| New Students |  |  |  |  |  |
| White |  |  |  |  |  |
| African-American |  |  |  |  |  |
| Hispanic |  |  |  |  |  |
| International |  |  |  |  |  |
| Other |  |  |  |  |  |
| Cumulative Headcount |  |  |  |  |  |
| FTSE |  |  |  |  |  |
| Attrition |  |  |  |  |  |
| Graduates |  |  |  |  |  |

**II. Academics**

**A. Accreditation**

If the discipline has a national accrediting body, describe plans and timeline to obtain accreditation. For disciplines where licensure of graduates is necessary for employment, such as nursing, plans for accreditation are required. If the program will not seek accreditation, provide a detailed rationale explaining why.

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| Guidelines: Provide the plan to seek accreditation, if it is available. If doctoral-level accreditation is not available but is projected to become so within the next five years, include that information. It is not necessary to provide copies of the accreditation criteria. |

**B. Admissions Standards**

Describe the institution’s general graduate admissions standards and the program-specific admissions standards for applicants of the program. The description addresses how the proposed program will seek to become nationally competitive. Explain how students will be assessed for readiness to enroll in program coursework. Include any policies for accepting students transferring from other graduate programs. Explain whether the program will accept full-time and part-time students.

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| Guidelines: Admissions standards are set to admit the most qualified students through a rigorous and competitive process. Standards are appropriate for the discipline. Standards are set to ensure full enrollment, as projected in the proposal, and will allow the program to become nationally recognized. Provide specific information about minimum grade point averages, standardized test score, and TOEFL iBT score requirements. |

**C. Program Degree Requirements**

Describe the similarities and differences between the proposed program and peer programs in Texas and nationally. Indicate the different credit hour and curricular requirements, if any, for students entering with a bachelor’s degree and students entering with a master’s degree. Use Table 2 to show the degree requirements of the program. If requirements vary for students entering with a master’s degree or comparable qualifications, provide an explanation. Modify the table as needed. If necessary, replicate the table to show more than one option.

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| Guidelines: Minimum semester credit hours should be comparable to peer programs. Texas Education Code 61.059 (l) limits institutions from receiving formula funding for doctoral students who have taken more than 99 total semester credit hours. Provide a justification if the program requires more than 60 semester credit hours beyond the master’s degree or 90 hours beyond the baccalaureate. Acceptable justifications may include licensure or accreditation requirements. |

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| **Table 2:** Program Degree Requirements | | |
| **Category** | **Semester Credit Hours, Entering with Bachelor’s** | **Semester Credit Hours, Entering with Master’s** |
| Required Courses |  |  |
| Prescribed Electives |  |  |
| Electives |  |  |
| Dissertation |  |  |
| Other (Specify, e.g., internships, clinical work, residencies) |  |  |
| TOTAL[[1]](#footnote-1) |  |  |

Complete Table 3 to provide a comparison of the proposed program to existing and/or similar programs in Texas in terms of total required semester credit hours. Modify the table as needed.

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| **Table 3.** Semester Credit Hour Requirements of Similar Programs in Texas | | | | |
| **Institution** | **Program CIP Code** | **Degree Program** | **Semester Credit Hours, Entering with Bachelor’s** | **Semester Credit Hours, Entering with Master’s** |
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**D. Curriculum**

Describe the educational objectives of the proposed program. If the program has a unique focus or niche, describe it in relationship to peer programs. Describe how the program would achieve national prominence. Provide an explanation of required, prescribed, and elective courses and how they fulfill program requirements.

Describe policies for transfer of credit, course credit by examination, credit for professional experience, placing out of courses, and any accelerated advancement to candidacy. Identify any alternative learning strategies, such as competency-based education, that may increase efficiency in student progress in the curriculum. If no such policies are in place to improve student progression through a program, provide an explanation.

Complete Tables 4, 5, and 6 to list the required/core courses, prescribed elective courses, and elective courses of the program and semester credit hours (SCH). Note with an asterisk (\*) courses that would be added if the program is approved. Modify the tables as needed. If applicable, replicate the tables for different tracks/options.

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| Guidelines: For the description of educational objectives, distinguish between aspects of the curriculum that are standard for the field and aspects that would be unique to the proposed program of study. Indicate how the niche or specialties of the program are appropriate for the job market and student demand and how they complement other peer programs in the state (or nation, if relevant). Indicate if the program is designed to have a particular regional focus. |

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| **Table 4.** Required/Core Courses | | |
| **Prefix and Number** | **Required/Core Course Title** | **SCH** |
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| **Table 5.** Prescribed Elective Courses | | |
| **Prefix and Number** | **Prescribed Elective Course Title** | **SCH** |
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| **Table 6.** Elective Courses | | |
| **Prefix and Number** | **Elective Course Title** | **SCH** |
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**E. Candidacy/Dissertation**

If the proposed program requires a dissertation, describe the process leading to candidacy and completion of the dissertation. Describe policies related to dissertation hours, such as a requirement to enroll in a certain number of dissertation hours each semester. Indicate if a master’s degree or other certification is awarded to students who leave the program after completing the coursework, but before the dissertation defense.

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| Guidelines: If there is no dissertation required, describe the summative activities leading to the degree. If a master’s degree would be offered to students who do not advance to doctoral candidacy, describe that process. If the master’s program is also to be added, include a request for the master’s program concurrently with the doctoral proposal. |

**F. Use of Distance Technologies**

If applicable, describe the use of any distance technologies in the program, including a description of interactions between students and faculty, opportunities for students to access educational resources related to the program, exchanges with the academic community, and in-depth mentoring and evaluation of students. If more than 50 percent of the program content will be delivered off-campus, the institution must also submit a completed “Distance Education Doctoral Degree Proposal” form: [Distance Education Degree Doctoral Form](http://www.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37).

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| Guidelines: If an institution is offering more than 50 percent of its program via a distance education modality, the proposal will also be reviewed by the Learning Technology Advisory Committee and will require an additional distance education proposal form: [Distance Education Degree Doctoral Form](http://www.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37)**.** It is expected that if an institution offers *any* portion of its program via a distance education modality that it will have sufficient technology resources to deliver doctoral-level education from a distance without sacrificing quality. Provide documentation that the distance education options are appropriate for the course content and built into the curriculum accordingly. |

**G. Program Evaluation**

Describe how the program will be evaluated. Describe any reviews that would be required by an accreditor, and show how the program would be evaluated under [Board Rule 5.52](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=52).

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| Guidelines: The institution’s *18 Characteristics of Doctoral Programs* are current. The institution has a plan for using the characteristics for ongoing evaluation of the proposed program and quality improvement. Include the link to the institution’s designated website for existing doctoral programs. |

**H. Strategic Plan**

Describe how the proposed doctoral program fits into the institution’s overall strategic plan, and provide the web link to the institution’s strategic plan. Explain how the proposed program builds on and expands the institution’s existing recognized strengths.

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| Guidelines: Describe how the proposed program aligns with state’s strategic goals of the 60x30TX plan, specifically addressing the goals related to completion, marketable skills, and student debt. Include a link to the institution’s current mission statement, as approved by their Board of Regents. |

**I. Related and Supporting Programs**

Complete Table 7 with a list of all existing programs that would support the proposed program. This includes all programs in the same two-digit CIP code, and any other programs (graduate and undergraduate) that may be relevant. Include data for the applications, admissions, enrollments, and number of graduates for each of the last five years. Modify the table as needed. The example provided in Table 7 shows degree programs that would relate to or support an additional Ph.D. in another area of chemistry, for example a proposal for a PhD in Forensic Chemistry (40.0510).

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| Guidelines: Provide data on existing bachelor’s and master’s programs that would support the proposed program, including applications, admissions, enrollments, numbers of graduates, and graduation rates. |

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| **Table 7.** Related and Supporting Programs | | | | | |
|  | **20XX** | **20XX** | **20XX** | **20XX** | **20XX** |
| **e.g., BS in Chemistry (40.0501)** | | | | | |
| Applications |  |  |  |  |  |
| Admissions |  |  |  |  |  |
| Enrollment |  |  |  |  |  |
| Graduates |  |  |  |  |  |
| **e.g., MS in Chemistry (40.0501)** | | | | | |
| Applications |  |  |  |  |  |
| Admissions |  |  |  |  |  |
| Enrollment |  |  |  |  |  |
| Graduation Rate |  |  |  |  |  |
| **e.g., Ph.D. in Chemistry (40.0501)** | | | | | |
| Applications |  |  |  |  |  |
| Admissions |  |  |  |  |  |
| Enrollment |  |  |  |  |  |
| Graduation Rate |  |  |  |  |  |

**J. Existing Doctoral Programs**

Provide the web link(s) for the *18 Characteristics of Doctoral Programs* for each of the institution’s existing doctoral programs. Describe how existing closely related doctoral programs would enhance and complement the proposed program.

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| Guidelines: The addition of a new doctoral program should build upon the success of the institution’s current doctoral programs. Proposals for new doctoral programs will be considered in context to the success of an institution’s existing doctoral programs. Provide the most recent five years of data on enrollments and numbers of graduates for existing doctoral programs. Describe all interdisciplinary relationships of the proposed program with existing programs. Also check to see if any of the institution’s doctoral programs are on the low-producing programs list. If any are low-producing, list them and provide an explanation for the low productivity and plans for addressing the issue. For new doctoral programs approved during the last five years, check the annual progress reports to determine if the program(s) are meeting benchmarks. Address how the proposed program would meet the proposed benchmarks. |

**K. Recent Graduates Employment**

For existing graduate programs (master’s and doctoral) within the same two-digit CIP code in the most recent year, show the number and percentage of graduates employed within one year of graduation, and list graduates’ field of employment, location, and the employer.

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| Guidelines: For existing doctoral programs, provide an overview of graduate employment by listing the overall number and percentage of graduates employed within one year of graduation. Also provide information on the specific jobs held by recent graduates of the programs, such as job titles, fields of employment, and the location and names of their employers. |

**III. Faculty**

**A. Faculty Availability**

Complete Tables 8 and 9 to provide information about core[[2]](#footnote-2) and support[[3]](#footnote-3) faculty. There should be at least four FTE faculty for a new doctoral program. Add an asterisk (\*) before the names of the individuals who will have direct administrative responsibilities for the program. Add a pound symbol (#) before the name of any individuals who have directed doctoral dissertations or master’s theses. Modify table as needed.

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| Guidelines: The core faculty members should already be employed by the institution. The program should currently have at least four qualified core faculty members. Teacher to student ratios should be comparable to peer programs. Existing programs should not be significantly weakened if core faculty are to be reassigned to the new program. The addition of the newly proposed program should not negatively affect the existing programs in related areas. |

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| **Table 8.** Core Faculty | | | |
| **Name and Rank of Core Faculty** | **Highest Degree and**  **Awarding Institution** | **Courses Assigned in Program** | **% Time**  **Assigned**  **to Program** |
| *e.g.: Robertson, David Assoc. Prof* | *PhD. in Molecular Genetics*  *Univ. of Wisconsin-Madison* | *MG200, MG285*  *MG824 (Lab Only)* | *50%* |
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| Projected New Core Faculty in Year \_\_ |  |  |  |

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| **Table 9.** Support Faculty | | | |
| **Name and Rank of Support Faculty** | **Highest Degree and**  **Awarding Institution** | **Courses Assigned in Program or Other Support Activity** | **% Time**  **Assigned**  **to Program** |
| *e.g.: Robertson, David Assoc. Prof* | *PhD. in Molecular Genetics*  *Univ. of Wisconsin-Madison* | *MG200, MG285*  *MG824 (Lab Only)* | *10%* |
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| Projected New Support Faculty in Year \_\_ |  |  |  |

**B. Teaching Load**

Indicate the targeted teaching load for core faculty supporting the proposed program. Teaching load is the total number of semester credit hours in organized teaching courses taught per academic year by core faculty, divided by the number of core faculty at the institution the previous year. Provide an assessment of the impact the proposed program will have, if approved, on faculty workload for existing related programs at the institution.

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| Guidelines: A two-two load for faculty supporting a doctoral program should be the target. The teaching load may vary according to discipline, but in any case it should be low enough to allow for the faculty to continue advanced research, supervise dissertations, and provide advising for the program’s students. The teaching load of faculty should be comparable to peer programs and meet the institution’s standards. |

**C. Core Faculty Productivity**

Complete Tables 10 and 11 to provide information about faculty productivity, including the number of publications and scholarly activities and grant awards. Table 10 shows the most recent five years of data by core faculty, including the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued. Table 11 shows the number and amount of external grants by core faculty.

Where relevant to performing arts degrees, major performances or creative endeavors by core faculty should be included. Examples are provided below. Do not include conference papers, reviews, posters, and similar scholarship. The format of the tables and information may vary, as long as the information is conveyed clearly. Include a list of the key journals in the field.

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| Guidelines The stated specialties of the faculty should align with the proposed course offerings. Scholarly activity is determined by calculating the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member over the last five years. A minimum of two peer-reviewed publications per year is expected for research faculty, although this may vary according to the expectations of the discipline and the required professional activity of the faculty. Faculty supporting doctoral-level professional practice degrees should be engaged in research, applied or otherwise, that has the potential to improve clinical practice and appear in publications relevant to the field.  If applicable to the field, faculty should be securing external research funds. For each core faculty member, provide the total amount of external funding generated within the past five years (consistent with the methodology used for calculating scholarly activity). Grants earned at institutions or organizations other than the applying institution should not be counted unless the grant money carries over with the faculty member to the applying institution. |

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| **Table 10:** Total Faculty Publications and Other Scholarly/Creative  Accomplishments for the Past Five Years | | | | | |
| **Faculty Name** | **Refereed Papers** | **Book Chapters** | **Books** | **Juried Creative/ Performance** | **Patents** |
| *e.g., Mencimer, Jennifer* | *12* | *3* | *2* | *0* | *5* |
| *e.g., Walker, Guy* | *22* | *8* | *0* | *0* | *1* |
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| **Table 11.** External Grant Awards for the Past Five Years | | | | | |
| **Faculty Name** | **Grant Source** | **Grant Subject** | **Dates** | **Total Grant Amount** | **Institutional**  **Amount** |
| *e.g., Mencimer, Jennifer* | *National Science Foundation* | *Extragalactic Astronomy* | *2006-10* | *$5,000,000* | *$2,500,000* |
| *e.g., Walker, Guy* | *Fund for Astrophysical Research* | *Develop Astronomical Equipment* | *2007-08* | *$400,000* | *$400,000* |
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**IV. Resources**

**A. Student Financial Assistance**

Complete Table 12 to provide the number of full- and part-time students who would be funded and the anticipated amounts for each of the first five years. Modify the table as needed to distinguish between Teaching Assistantships, Research Assistantships, and Scholarships/Grants. If student financial assistance is reliant upon grant funding, explain how funding will be consistently sustained if grant income falls short of projections.

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| Guidelines: Provide a plan to provide financial support for at least 50 percent of the full-time students enrolled in the program. Provide a description that demonstrates that the level of financial support will be comparable to or competitive with existing doctoral programs in the discipline. Provide examples of assistance for other similar programs. Budget information should address the amount of assistantships per student, tuition and fee arrangements, and benefits, if any. To be competitive, it is critical that institutions offer comprehensive financial assistance packages to recruit and retain high-quality doctoral students. Providing financial assistance for doctoral students engaged in coursework and dissertation writing is recommended.  NOTE: Some fields (such as some professional programs) do not typically support doctoral students. In addition, some programs have high numbers of part-time students who work full-time (*e.g.*, Education or Public Affairs), and financial support for such students is expected. |

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| **Table 12.** Student Financial Assistance | | | | | | |
|  | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **Teaching Assistantships** | # of Full-time students |  |  |  |  |  |
| Amount per student |  |  |  |  |  |
| # of Part-time students |  |  |  |  |  |
| Amount per student |  |  |  |  |  |
| **Research Assistantships** | # of Full-time students |  |  |  |  |  |
| Amount per student |  |  |  |  |  |
| # of Part-time students |  |  |  |  |  |
| Amount per student |  |  |  |  |  |
| **Scholarships** | # of Full-time students |  |  |  |  |  |
| Amount per student |  |  |  |  |  |
| # of Part-time students |  |  |  |  |  |
| Amount per student |  |  |  |  |  |

Additionally, show how the level of student support compares to the anticipated overall student cost of tuition and fees.

**B. Library Resources**

Provide the library director’s assessment of both paper and electronic library resources for the proposed program. Describe plans to build the library holdings to support the program. Include the amount allocated to the proposed program.

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| Guidelines: A printout of the library’s relevant holdings or a list of the planned acquisitions is *not* necessary. A letter or other statement from the librarian describing the adequacy of existing resources is required (include as Item E in Required Appendices). |

**C. Facilities and Equipment**

Describe the availability and adequacy of facilities and equipment to support the proposed program. Describe plans for new facilities, improvements, additions, and renovations.

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| Guidelines: Provide the amount of anticipated expenditures related to facilities and equipment, and include those amounts in the budget under “Costs and Revenues.” Also, describe the status of all building project(s) related to the program and include the schedule for completion. For shared equipment and facilities, describe availability for the proposed program. |

**D. Support Staff**

Describe plans, if any, to increase or reallocate support staff in order to provide sufficient services for the projected increases in students and faculty.

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| Guidelines: Provide confirmation that existing programs will not be significantly weakened if staff are to be reassigned to the proposed program. |

**E. External Learning**

If applicable, describe the plans for providing Internships, Clerkships, Clinical Experiences, or other required external learning opportunities. Explain the impact this new program would have, if approved, on the available number of external learning opportunities in Texas for this type of program.

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| Guidelines: If the proposed program requires an Internship, Clerkship, Clinical Experience, or other external learning opportunity explain how and where this requirement would be met. Describe plans for developing and maintaining this aspect of the proposed program, and provide confirmation that the additional requirements would not negatively impact other programs at the institution. Show how the institution’s plans to expand opportunities might affect the statewide availability of this type of external learning experience. If specific plans for external learning are already developed, list the name of the facility, the city and county of location, a brief description of the facility and its services, and an estimated number of student placements. |

**F. List of Potential Consultants**

Provide the names and contact information for six potential consultants to review the proposed program. Consultants must come from top-ranked programs in the nation, hold the rank of full professor or senior administrator, and have no conflicts of interest relating to the proposed program. Describe concisely the qualifications of each consultant.

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| Guidelines: Develop a list of suitable consultants for the proposed program who could provide a desk review and/or serve on a site visit team. Consultants should have recognized expertise in the discipline and hold the rank of full professor or senior administrators at institutions with top-ranked programs. Potential consultants should not have close ties to the institution that could generate a conflict of interest. Institutions are responsible for reimbursing the Coordinating Board for the travel expenses incurred by and fees paid to consultants used for desk reviews and site visits that are part of the doctoral review process. |

**Institution’s Proposed Consultants:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | Name: |  | | | | | Title and Rank: |  |
| Institution: | |  | | | | | |
| Phone #: | |  | | Email: |  | | |
| Qualifications/Expertise: | | |  | | | | |
|  | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | Name: |  | | | | | Title and Rank: |  |
| Institution: | |  | | | | | |
| Phone #: | |  | | Email: |  | | |
| Qualifications/Expertise: | | |  | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | Name: |  | | | | | Title and Rank: |  |
| Institution: | |  | | | | | |
| Phone #: | |  | | Email: |  | | |
| Qualifications/Expertise: | | |  | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4. | Name: |  | | | | | Title and Rank: |  |
| Institution: | |  | | | | | |
| Phone #: | |  | | Email: |  | | |
| Qualifications/Expertise: | | |  | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | Name: |  | | | | | Title and Rank: |  |
| Institution: | |  | | | | | |
| Phone #: | |  | | Email: |  | | |
| Qualifications/Expertise: | | |  | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 6. | Name: |  | | | | | Title and Rank: |  |
| Institution: | |  | | | | | |
| Phone #: | |  | | Email: |  | | |
| Qualifications/Expertise: | | |  | | | | |
|  | | | | | | | |

**G. Five-Year Costs and Funding Sources Summary**

On the attached forms, provide estimates of new costs to the institution related to the proposed program and provide information regarding sources of the funding that would defray those costs. Use the Program Funding Estimation Tool found on the Coordinating Board web site ([www.thecb.state.tx.us/newprogramscertificates](http://www.thecb.state.tx.us/newprogramscertificates)) and attach a saved copy of the completed Excel spreadsheet to your application.

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| Guidelines: Adding a new doctoral degree program will cost the institution some amount of money. Calculating the costs and funding sources associated with implementation of a new doctoral program requires several institutional offices to collaborate to present an accurate estimate.  **COSTS TO THE INSTIUTION OF THE PROPOSED PROGRAM.**  Provide an overview of new and reallocated costs for the program.   * Faculty salaries include all faculty assigned to the program. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. * New faculty salaries need to be competitive for the discipline, and figures include start-up costs in proportion to the new faculty member’s allotted time in the proposed program. * Faculty salaries do not include benefits or pensions. * If the program will hire new faculty, it is a new cost. * Program administration includes all institutional costs associated with running the program, including amounts associated with the Dean’s office, Institutional Research, and other administrative costs. * Graduate Assistant costs are either identified as new or reallocated, as appropriate. * Clerical/Staff include specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the program, and for general administration of the program. * If the enrollments in the program are projected to be large, the associated costs related to clerical/staff may also be more. * New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the program. * Other program costs identified in the proposal should be realistic.   **ANTICIPATED SOURCES OF FUNDING.**  Total funding for the new program should meet or exceed total costs by the end of the first five years. On the worksheets provided, include a description of sources for existing and anticipated external funding. Include explanatory footnotes as needed.  Because enrollments are uncertain and programs need institutional support during their start-up phase, institutions should demonstrate that they can provide:   * sufficient funds to support allthe costs of the proposed program for the first two years (when no newformula funding will be generated); and * half of the costs of the new program during years three through five from sources other than state funding.   Revenue sources may include formula income, other state funding, tuition and fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants). The total projected income of State funding, tuition and fees, and private funds will allow the program to become self-sufficient within five years.  Consult with Institutional Research department when calculating the formula funding, and use the Program Funding Estimation Tool available on the Coordinating Board’s website under Academic Quality and Workforce: <http://www.thecb.state.tx.us/NewDegreeProgram&CertificateRequests>. Refer to the instructions document at [www.thecb.state.tx.us/CostStudies](http://www.thecb.state.tx.us/CostStudies) for information on how to use the Program Funding Estimation Tool.  When estimating new program funding, institutions take into account that students switching programs do not generate additional formulas funds for the institution. For example, if a new doctoral program has ten students, but six of them switched into the program from existing master's programs at the institution, only four of the doctoral students will generate new formula funding.  The Other State Funding category could include special item funding appropriated by the Legislature, or other sources of funding from the state that do not include formula-generated funds (*e.g.*, HEAF, PUF, etc.)  Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.  Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding. Other Funding category may include auxiliary enterprises, special endowment income, or other extramural funding. |

**H. Signature Page**

Select and obtain required signatures for either the signature page entitled, “Institutional and Board of Regents Consideration by the Board” or the signature page “Board of Regents Consideration by the Commissioner.”

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| The appropriate signature page must selected and signed by the required institutional official and board of regents. |

**V. Required** **Appendices**

1. Course Descriptions and Prescribed Sequence of Courses, if Applicable
2. Five-Year Faculty Recruitment Plan/Hiring Schedule
3. Institution’s Policy on Faculty Teaching Load

If teaching load policy is set at the departmental level, include that information.

1. Itemized List of Equipment Purchases During the Past Five Years

*Equipment* means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds the lesser of the capitalization level established by the governmental unit for financial statement purposes, or $5,000.

1. Librarian’s Statement of Adequate Resources
2. Articulation Agreements (if relevant) with Partner Institutions

Include copies of any agreements or Memoranda of Understanding related to the program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the program and student research/residency opportunities.

1. Curricula Vitae for Core Faculty
2. Curricula Vitae for Support Faculty
3. Letters of Support from Peer Institutions and/or Area Employers

Letters from regional and national companies who have made commitments to hire doctoral graduates from the proposed new program are particularly helpful. Also include statements of support or commitments to shared research projects from other institutions in the state with similar doctoral programs.

**COSTS TO THE INSTITUTION OF THE PROPOSED PROGRAM**

*Note:* Use this table to indicate the dollar costs to the institution that are anticipated from the program requested.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Cost Category** | **Cost Sub-Category** | **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **TOTALS** |
| **Faculty Salaries** | **(New)** |  |  |  |  |  |  |
| **(Reallocated)** |  |  |  |  |  |  |
| **Program Administration** | **(New)** |  |  |  |  |  |  |
| **(Reassignments)** |  |  |  |  |  |  |
| **Graduate Assistants** | **(New)** |  |  |  |  |  |  |
| **(Reallocated)** |  |  |  |  |  |  |
| **Clerical/Staff** | **(New)** |  |  |  |  |  |  |
| **(Reallocated)** |  |  |  |  |  |  |
| **Supplies & Materials** |  |  |  |  |  |  |  |
| **Library** |  |  |  |  |  |  |  |
| **IT Resources** |  |  |  |  |  |  |  |
| **Equipment** |  |  |  |  |  |  |  |
| **Facilities** |  |  |  |  |  |  |  |
| **Other (Identify)** |  |  |  |  |  |  |  |
| **TOTALS** |  |  |  |  |  |  |  |

\* IT = Instructional Technology

**Explanations:**

**ANTICIPATED SOURCES OF FUNDING**

*Note:* Use this table to indicate the dollar amounts anticipated from various sources to cover any and all new costs to the institution as a result of the proposed doctoral program. Use the Non-Formula Sources of Funding form to specify as completely as possible each non-general revenue source.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Funding Category** | **1st Year** | **2nd Year** | **3rd Year** | **4th Year** | **5th Year** | **TOTALS** |
| **I. Formula Income\*** |  |  |  |  |  |  |
| **II. Other State Funding** |  |  |  |  |  |  |
| **III. Reallocation of Existing Resources** |  |  |  |  |  |  |
| **IV. Federal Funding**  **(In-hand only)** |  |  |  |  |  |  |
| **V. Other Funding** |  |  |  |  |  |  |
| **Statutory Tuition** |  |  |  |  |  |  |
| **Designated Tuition** |  |  |  |  |  |  |
| **Graduate Tuition** |  |  |  |  |  |  |
| **Course fees** |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |
| **TOTALS** |  |  |  |  |  |  |

\*Please use the Formula Funding Calculation Tool on the Coordinating Board web site to estimate income from the State. See also the *Guidelines for Institutions*

*Submitting Proposals for New Doctoral Programs* document found on the Coordinating Board web site for additional information.

**NON-FORMULA SOURCES OF FUNDING**

*Note:* Use this table to specify as completely as possible each of the non-formula funding sources for the dollar amounts listed on the Anticipated Sources of Funding form.

|  |  |
| --- | --- |
| **Funding Category** | **Non-Formula Funding Sources** |
| **II. Other State Funding\*** | **#1** |
|  |
| **#2** |
|  |
| **III. Reallocation of Existing Resources\*** | **#1** |
|  |
| **#2** |
|  |
| **IV. Federal Funding\*** | **#1** |
|  |
| **#2** |
|  |
| **V. Other Funding** | **#1 Statutory Tuition**  **Designated Tuition**  **Graduate Tuition**  **Course Fees** |
| **Please indicate the $ amount per SCH for each item.** |
| **#2 Other** |
|  |

**Explanations: ANTICIPATED SOURCES OF FUNDING: EXPLANATORY NOTES AND EXAMPLES**

**I. Formula Income**

A. The first two years of any new program should not draw upon formula income to pay for the program.

B. For each of Years 3 through 5, enter the smaller of:

1. the new formula income you estimate the program would generate, based on projected enrollments and formula funding rates; or

2. half of the estimated program cost for that year.

C. Because enrollments are uncertain and programs need institutional support during their start-up phase, it is the Coordinating Board's policy to require institutions to demonstrate that they can provide:

1. sufficient funds to support **all** the costs of the proposed program for the first two years (when no **new** formula funding will be generated); and

2. half of the costs of the new program during years three through five.

D. When estimating new formula income, institutions should take into account the fact that students switching programs do not generate additional formula funding to the institution. For example, if a new master's program has ten students, but five of them switched into the program from existing master's programs at the institution, only five of the students will generate new formula income to help defray the costs of the program.

**II. Other State Funding**

This category could include special item funding appropriated by the legislature, or other sources of funding from the state that do not include formula-generated funds (e.g., HEAF, PUF, etc.).

**III. Reallocation of Existing Resources:**

If faculty in existing, previously budgeted positions is to be partially or wholly reallocated to the new program, you should explain in the text of your proposal how the institution will fulfill the current teaching obligations of those faculty and include any faculty replacement costs as program costs in the budget.

**IV. Federal Funding**

Only federal monies from grants or other sources currently **in hand** may be included. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, **at that time** it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

**V.** **Other Funding**

This category could include Auxiliary Enterprises, special endowment income, or other extramural funding.

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| **H. Institutional and Board of Regents**  **Signature Page for Board Consideration**  1. **Adequacy of Funding** – The chief executive officer shall sign the following statement:  *I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution*.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Chief Executive Officer Date  2. **Reimbursement of Consultant Costs** – The chief executive officer shall sign the following statement:  *I understand that the doctoral proposal process includes the use of external consultants. In the event that one or more consultants are contracted to review a doctoral proposal put forward by my institution, I understand that my institution will be required to reimburse the Texas Higher Education Coordinating Board for costs associated with the use of such consultants. By signing, I agree on behalf of my institution to provide reimbursement for consultant costs.*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Provost/Chief Executive Officer Date  3. **Board of Regents Certification of Criteria for Board Consideration** -- The Board of Regents or designee must certify that the new program has been approved by the Board of Regents and meets the fourteen criteria under Texas Administrative Code (TAC) Section 5.46.  *On behalf of the Board of Regents, I certify that the new program meets the fourteen criteria specified under TAC Section 5.46 and has been approved by the Board of Regents.*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Board of Regents (Designee) Date  **H. Board of Regents**  **Signature Page for Commissioner Consideration**  4. **Board of Regents Certification of Criteria for Commissioner or Assistant Commissioner Consideration** – Typically doctoral programs are approved by the Board, supported with a recommendation for approval by the Commissioner. Under very limited circumstance a program may be approved by the Commissioner. In this case only, the Board of Regents or designee must certify that the new program meets the criteria under Texas Administrative Code (TAC) Section 5.50 (b) and (c).    TAC §5.50(b) The program:     1. has a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions; 2. has sufficient clinical or in-service sites, if applicable, to support the program; 3. is consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies; 4. attracts students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution; 5. does not unnecessarily duplicate existing programs at other institutions; 6. does not be dependent on future Special Item funding; 7. has new five-year costs that would not exceed $2 million.   TAC §5.50 (c)The program:  (1-2) is in a closely related discipline to an already existing doctoral program(s) which is productive and of high quality;  (3) has core faculty that are already active and productive in an existing doctoral program;  (4) has a strong link with workforce needs or the economic development of the state; and  (5) the institution has notified Texas public institutions that offer the proposed program or a related program and resolved any objections.  *On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b and c) and has been approved by the Board of Regents.*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Board of Regents (Designee) Date |

1. Please note that Education Code 61.059 (l) limits funding for doctoral programs to 99 SCH, unless exempted by the THECB. [↑](#footnote-ref-1)
2. Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research. [↑](#footnote-ref-2)
3. Support Faculty: Other full-time or part-time faculty affiliated with the doctoral program. [↑](#footnote-ref-3)