**The Texas A&M University System**



**EXISTING DEGREE PROGRAM VIA DISTANCE EDUCATION**

**Off CAMPUS (Electronic-to-Group/2 –Way Video)**

**Proposal**

**(Bachelors or MAsters programs only)**

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| Directions: An institution shall use this form to propose an existing degree program that will be offered via distance education off site and face to face degree program. In completing the form, the institution should refer:* Texas Administrative Code (TAC) 4.261 Standards and Criteria for Distance Education Programs, 4.262 Standards and Criteria for Distance Education Courses and 4.263 Standards and Criteria for Distance Education Faculty.
* The Texas Higher Education Coordinating Board’s Certification Form for Electronically Delivered and Off-Campus Education Programs.

Information: Contact the Office of Academic Affairs at 979-458-6072. |

|  |
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| **Administrative Information**1. Institution: |
| 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. Program Description – Describe the program and the educational objectives. |
|  4. 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*). |
|  5. ProposedImplementation Date – Report the first semester and year that students would enter the program. |
| 6. Contact Person – Provide contact information for the person who can answer specific questions about the program.Name:Title:E-mail:Phone: |

**Distance Education Bachelors or Masters Degree Submissions**

The Texas A&M University System supports the delivery of bachelors and masters degree programs through distance education at an off campus when they meet the following standards:

* the program is of high quality,
* it is delivered in a way that preserves this high quality,
* the program meets a well-documented state need, and
* the program can be delivered at a reasonable cost.

An institution proposing a bachelors and masters degree program at an off campus site must have approval to offer the program on its own campus. (If it does not, a new program proposal needs to be submitted.) The program must be in good standing with all appropriate review and accreditation organizations. It must have sufficient numbers of students in its on-campus program to permit its successful continuation. It must follow Southern Association of Colleges and Schools (SACS), Texas Higher Education Coordinating Board (THECB) and The Texas A&M University System guidelines. It must be submitted through the appropriate institutional administrative channels.

**Format for Existing Bachelors or Masters Degree Program Off Campus Request**

**For each of the following components, include the requested information as well as any differences between the on-campus program and the proposed distance education program.**

1. Summary of the Request
	1. Degree program area
	2. Degree title designation (e.g., BS, MS etc.)
	3. Program delivery
* *This information should reflect the ways in which the delivery method will impact the proposed program.*
	1. Program site
* *Where will the program be delivered?*
* *Why was this site chosen?*
* *Is this a TAMUS Board of Regents approved site?*
1. Reason for Request
	1. Program need
* *Are there similar programs at Texas public and/or independent universities within a 50 mile radius?*
	1. Program demand
* *What is the job market need?*
* *What is the potential student interest?*
	1. Program’s role
* *What is the program’s place in the institution’s mission?*
1. Program Description
	1. Program construction
* *Describe the program, including degree requirements and curriculum*
* *Attach, in tabular format, a list of the courses to be taught, including course number and title; the number of semester credit hours for each; and the mode of instruction for each. Indicate which courses have already been developed as distance courses (including mode) and the timeline for others to be developed as distance courses.*
* *Attach a roster of instructional staff who would be involved in the program, indicating academic credentials and anticipated contribution to the program. Specify the courses that each faculty member would teach. In addition, describe faculty training to develop and deliver distance courses. Address impact of the program on teaching loads.*
	1. Administrative oversight
* *Include a specific emphasis on the delivery mode(s) and include the following information:*
1. *Description of the typical course and its delivery method.*
2. *How will sustained faculty-student and student-student interaction be facilitated?*
3. *What is the anticipated student-faculty ratio?*
	1. Administrative structure
		1. *Identifying the person/office directly responsible for the overall management of the offering.*
		2. *Identify other responsibilities of the person/office with primary responsibility and any modifications in responsibility made to accommodate the program.*
4. Expected Enrollment
	1. Anticipated head count
* *Estimate the anticipated headcount each year for five years.*
	1. Impact on existing on-campus program(s)
* *How will the proposed distance education program impact the on campus program?*
* *If the proposed program will result in overall enrollment growth, what are the plans for obtaining the non-faculty resources (clerical and administrative assistance, space, equipment, etc.) necessary to support this growth?*
	1. Student projections
* *How many students are needed to make it feasible to offer the program?*
* *Explain any assumptions used in making the estimates.*
1. Faculty Support
	1. Faculty resources
		1. *List faculty members that will be involved in the program, indicating highest earned degree/institution and their anticipated contribution to the program. Specify course(s) each faculty member would teach and their current involvement with the program.*
		2. *If the distance education program will result in additional students, how will faculty resources be provided, that is, hiring additional faculty, reallocating faculty resources from other programs, etc.?*
		3. *What support will be available for the start-up of the course offerings?*
	2. How will students access library resources, including print, electronic, and human?
		1. *How will communication with the library and interaction with the library staff and librarians occur?*
		2. *Are resources available in a format that is accessible to students?*
2. Financial Support

*Describe the new costs involved in the distance delivery of the program for five years and how those costs would be met?*

* 1. New Anticipated costs
* *Describe how the anticipated new cost of training, course preparation, courseware acquisition and development and transmittal will be covered.*
* *Address, as required, faculty, program administration, graduate assistants, clerical/staff, supplies and materials, library and instructional technology resources, equipment, facilities, and other costs, such as course development and travel.*
	1. Budget
* *How will any gap between program income and cost be covered?*
* *If there are any consortial arrangements, describe cost-sharing arrangements, including agreements made related to tuition and state subvention for courses.*
	1. Financial resources
* *Describe the financial support that will be available to full-time students in the distance program.*
1. Additional Distance Delivery Considerations
	1. Documentation of adherence to the *Certification Form for Electronically Delivered and Off-Campus Education Programs*
* *Certification Form for Electronically Delivered and Off-Campus Education Programs must be provided and signed by the Chief Academic Officer certifying adherence.*
	1. Delivery modes
* *Describe the various delivery modes that will be used to deliver coursework and any special arrangements for specific sites where students will meet.*
	1. Collaborative arrangements
* *Describe any collaborative arrangements with other institutions that will be participating in the delivery of this program. Be certain to identify the:*
1. *Responsibilities of each institution.*
2. *Process for the credentialing of faculty at each participant site.*
3. *Institution awarding credit.*
	1. Program differences
* *Describe any difference between on-campus and distance off campus delivery:*
	+ - 1. *Student admission and advisement.*
			2. *Qualifying and other exams.*
			3. *Independent study.*
			4. *Courses and sequencing.*
			5. *Library access.*
			6. *Discuss the accommodations available for students with special needs to assure accessibility to the course materials, activities, and support services related to the program.*
	1. Student interactions
		+ 1. *Describe the orientation process. Beyond the courses, how are students oriented to the services of the institution – library, student support, etc.*
			2. *Describe how instructor and students will interact throughout the program. Include interactions both in and out of the classroom setting. How is the sense of community developed?*
			3. *Residency requirements.*
			4. *Describe the advisement process throughout the program.*
1. Evaluation
	1. Program quality
* *How will your institution monitor the quality of the program and student learning outcomes?*
	1. Participant satisfaction
* *How will student and faculty satisfaction be gauged?*
	1. Assessment procedures
* *Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate surveys, or other procedures.*
* *How would evaluations be carried out?*
	1. Use of assessment
* *How will the results of evaluation be used to improve distance off campus delivery?*

**COSTS TO THE INSTITUTION OF THE PROGRAM/ADMINISTRATIVE CHANGE**

**(Worksheet)**

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Cost Category** | **Cost Sub-Category** | **Before Approval Year\*** | **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** |  |  |  |  |  |  |  |  |

\* Include costs incurred for three years before the proposal is approved by the Board (e.g., new faculty, library resources, equipment, facilities remodeling, etc.).

\*\* IT = Instructional Technology

ANTICIPATED SOURCES OF FUNDING

**(Worksheet)**

*Note:* Use this chart to indicate the dollar amounts anticipated from various sources. Use the reverse side of this form to specify as completely as possible each non-formula funding 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\*** |  |  |  |  |  |  |
| **TOTALS** |  |  |  |  |  |  |

\*For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples.*

**NON-FORMULA SOURCES OF FUNDING**

**(Worksheet)**

*Note:* Use this form to specify as completely as possible each of the non-formula funding sources for the dollar amounts listed on the reverse side of this 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** |
|  |
| **#2** |
|  |

\*For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Exa*

**Texas Higher Education Coordinating Board**

**Certification Form for Electronically Delivered and Off-Campus Education Programs**

**June 2010**

Based on *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.*

**CURRICULUM AND INSTRUCTION**

* Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
* A degree or certificate program or course offered electronically is coherent and complete.
* The program or course provides for appropriate interaction between faculty and students and among students.
* Qualified faculty provide appropriate oversight of the program or course that is offered electronically.
* Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.
* Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

**INSTITUTIONAL CONTEXT AND COMMITMENT**

Role and Mission

* The program or course is consistent with the institution's role and mission.
* Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

* Program or course announcements and electronic catalog entries provide appropriate information.
* Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
* Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
* The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.
* Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

* The program or course provides faculty support services specifically related to teaching via an electronic system.
* The institution assures appropriate training for faculty who teach via the use of technology.
* The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

* The institution ensures that appropriate learning resources are available to students.
* The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

* Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
* The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

**EVALUATION AND ASSESSMENT**

* The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
* At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I assert that the preceding Coordinating Board criteria have been met for all courses and programs that will be delivered electronically and off-campus face-to-face.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chief Academic Officer Date

Name:

Title:

THECB 6/2010

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| **Request to Offer Existing Degree Program Via Distance Education** |
| **OFF CAMPUS – FACE TO FACE PROPOSAL**  |
| **(BACHELORS OR MASTERS PROGRAMS ONLY)** |
|   |
| University:  | Received:  | Date Approved:  |
| Program: | Reviewed:  |   |
|   |   |   |   |   |   |
|   |   |   | Available | Not Available | Comments |
| Administration Information |  |   |   |
|   |
| I.  |   | Summary of Request |  |   |   |
|   |   | A. Degree program area |
|   |   | B. Degree title designation |
|   |   | C. Program delivery |
|   |   | D. Program site |
|   |
| II.  |   | Reason for Request |  |   |   |
|   |   | A. Program need |
|   |   | B. Program demand |
|   |   | C. Program's role |
|   |
| III.  |   | Program Description |  |   |   |
|   |   | A. Program construction |
|   |   | B. Administrative oversight |
|   |   | C. Administrative structure |
|   |
| IV.  |   | Expected Enrollment |   |   |   |
|   |   | A. Anticipated headcount |
|   |  | B. Impact on existing on-campus program(s) |
|   |   | C. Student projections |
|   |
| V.  |   | Faculty Support |  |   |   |
|   |   | A. Faculty Resources |
|   |   | B. How will students access library resources, including print, electronic and human? |
|   |
| VI. |   | Financial Support |  |   |   |
|   |   | A. Anticipated new costs |
|   |   | B. Budget |
|   |   | C. Financial resources |
|   |
| VII. |   | Additional Distance Delivery Consideration |  |   |   |
|   |   | A. Certification form |
|   |   | B. Delivery modes |
|   |   | C. Program differences |
|   |   | D. Student interaction |
|   |
| VIII. |   | Evaluation |   |   |   |
|   |   | A. Program quality |
|   |   | B. Participant satisfaction |
|   |   | C. Assessment procedures |
|   |   | D. Use of Assessment |
|   |
| Executive Summary |   |   |   |
|   |
| Briefing and Minute Order |   |   |   |
| Comments: |
| Approval: |