**Texas Higher Education Coordinating Board**

**Distance Education Doctoral Degree Proposal**

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| Directions: An institution shall use this form to propose a new doctoral degree program. In completing the form, the institution should refer to Texas Administrative Code (TAC) 5.46 relating *to Criteria for New Doctoral Programs.*  This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval; and (3) if applicable, a member of the Board of regents or (designee), certifying that criteria have been met for Coordinating Board staff-level approval.  Note: If an institution does not have Preliminary Authority for the proposed doctoral program, it must first submit a separate request for Preliminary Authority. That request shall address criteria set in TAC Section 5.24 (b).  Information: Contact the Division of Academic Affairs and Research at 512/427-6200. |

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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. Proposed CIP Code: |
| 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 – Report the first semester and year that students would enter the program. |
| 7. Contact Person – Provide contact information for the person who can answer specific questions about the program.  Name:  Title:  E-mail:  Phone: |

**Distance Doctoral Degree Submissions**

The Coordinating Board has supported the delivery of doctoral programs through distance education 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 doctoral program for distance delivery must have approval to offer the program on its own campus. (If it does not, a substantive 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 be submitted through the appropriate institutional and system administrative channels.

**Format for Distance Doctoral Degree Program 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., PhD, EdD, etc.)
   3. Program delivery

* *Will the program be delivered off campus, face to face, and/or electronic media?*
* *This information should reflect the ways in which the delivery method will impact the proposed program.*
  1. Program site
* *If the program will delivered to a specific site, include that information.*

1. Reason for Request
   1. Program need

* *Are there similar programs at Texas public and/or independent universities?* 
  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*
  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. *Description of the presence of text, graphics, video clips, graphical interactions, self-tests, etc.*
3. *Will a course be taught completely on-line or will it be hybrid? If a course or program will include face-to-face meetings, how will they occur?*
4. *What platform will be used to delivery the electronic components of the program?*
5. *How will sustained faculty-student and student-student interaction be facilitated?*
6. *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.*
7. Relationship to Existing Authorized Doctoral Programs
   1. Relationship between proposed distance education program and any existing on-campus program

* *What is the relationship between the proposed distance education program and any relevant existing face-to-face programs or other distance education programs?*
  1. Student interaction
* *Will electronic and on-campus students interact and, if so, how?*
* *How will distance students’ interaction occur?*

1. Expected Enrollment
   1. Anticipated head count

* *Estimate the anticipated headcount each year for five years.*
  1. Impact on existing face-to-face program(s)
* *How will the proposed distance education program impact the face-to-face 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 Resources
   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 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 training in delivering instruction via distance education do the faculty members currently have or what training will they be given?*
      4. *What support will be available for the start-up development of the courseware?*
   2. Describe equipment, software and connectivity needs for delivery of this program both for students and for the institution.
   3. 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 remote students?*
2. Financial Support

*What extra costs would be associated with distance delivery and how will they be financed?*

* 1. Anticipated costs
* *Describe how the anticipated cost of training, course preparation, courseware acquisition and development and transmittal will be covered.*
  1. Budget
* *How will any gap between program income and cost be covered?*
  1. Financial support
* *Describe the financial support that will be available to full-time students in the distance program.*

1. Additional Distance Delivery Considerations
   1. Adherence to *Principles of Good Practice*

* *Provide a statement form the Chief Academic Officer certifying adherence to Principles of Good Practice as well as Coordinating Board distance education rules and policies.*
  1. Delivery modes
* *Describe the various delivery modes that will be used to deliver coursework and any special arrangements for specific sties 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 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? As a doctoral program, spell out how you can create a residency equivalent experience.*
       3. *Residency requirements.*
       4. *Describe the advisement process throughout the program.*
       5. *Dissertation requirements and oversight. How do you deal with the mentoring during the dissertation process?*

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 delivery?*

### 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 from sources other than state formula funding.

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 are 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.

1. **Other Funding**

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

**Signature Page**

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*.

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Chief Executive Officer Date

1. Board of Regents Approval – A member of the Board of Regents or designee shall sign the following statement:

*On behalf of the Board of Regents, I certify that the Board of Regents has approved the program.*

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Board of Regents (Designee) Date of Approval

3. Board of Regents Certification of Criteria for Commissioner or Assistant Commissioner Approval – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, 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). The criteria are:

TAC §5.50(b):

(1) be within the institution’s current Table of Programs;

(2) have 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;

(3) have sufficient clinical or in-service sites, if applicable, to support the program;

(4) be 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;

(5) attract 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;

(6) not unnecessarily duplicate existing programs at other institutions;

(7) not be dependent on future Special Item funding;

(8) have new five-year costs that would not exceed $2 million;

TAC §5.50 (c)

(1-2) be in a closely related discipline to an already existing doctoral program(s) which is productive and of high quality;

(3) have core faculty that are already active and productive in an existing doctoral program;

(4) have received no objections from other institutions during the 30-day comment period; and

(5) have a strong link with workforce needs or the economic development of the state.

*On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (a and b).*

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Board of Regents (Designee) Date

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

*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

*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**

*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 Examples.*