

SUBSTANTIVE DEGREE PROGRAM PROPOSAL
for Ph.D. or combined Master's and Ph.D.
TITLE PAGE

NAME OF INSTITUTION:

[Type Response Here]

NAME OF PROPOSED PROGRAM:

[Type Response Here]

Display how proposed program(s) would appear on the Coordinating Board inventory; include Texas CIP code designation(s).

[Type Response Here]

How would name(s) of program(s) appear on student diplomas?

[Type Response Here]

How would name(s) of program(s) appear on student transcripts?

[Type Response Here]

Administrative Unit(s) responsible for the program(s):

[Type Response Here]

Proposed date for implementation of program:

[Type Response Here]

Person to be contacted for further information about proposed program(s):

Name: **[Type Response Here]**

Title: **[Type Response Here]**

Phone: **[Type Response Here]**

Signatures:

Campus Chief Executive Officer

Date

System Chief Executive Officer
(As appropriate)

Date

Governing Board approval date: _____

Executive Summary

[These summaries are typically one to one and one-half pages.]

FORMAT FOR SUBSTANTIVE DEGREE PROGRAM REQUESTS

I. PROGRAM ADMINISTRATION

- A. Describe how the program would be administered.
 - 1. Indicate name and title of person(s) who would be responsible for curriculum development and on-going review.
 - 2. Describe responsibilities for student advisement and supervision.
 - 3. If the program would be administered by more than one administrative unit, what factors make this desirable?
- B. If some non-academic administrative units, e.g., "institute," or "center" would be involved in administering the program, describe the relationships.
- C. If a new organizational unit would be created or an existing organizational entity modified as a result of this program, identify and describe the anticipated result. (Reference: "Format for Administrative Change Request," Fall 1992.)

II. PROGRAM DESCRIPTION

- A. Educational Objectives
 - 1. Describe the educational objectives of the program. (Include reference to the preparation of students for licensure or certification appropriate and any special outcomes or competencies which the program would provide that are not available from existing degree programs.)
 - 2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks), describe the educational objectives of each. (Each of these curricula including Texas CIP code must be identified on the title page. Reference: "Guidelines for Recognition and Classification of Courses and Degree Program Offerings," adopted July 20, 1979 and revised to conform to new CIP codes, Fall 1992.)
- B. Admissions Standards
 - 1. State admission requirements for the program. (If there are different categories of admission, e.g., unconditional or probationary, describe each.)
- C. Degree Requirements
 - 1. In tabular form, indicate the semester credit hour (SCH) requirements in each of the following categories applicable to the proposed program; include the total SCH requirement for the degree:

- a. Foundation Courses
 - (1) for undergraduate programs, general education/core curriculum;
 - (2) for graduate programs, prerequisite/leveling courses;
 - b. courses required of all students in the proposed program;
 - c. elective courses prescribed for those students;
 - d. courses freely elected by students;
 - e. other, specify.
2. Identify and describe special requirements for the program, e.g., clinicals, field experience, internship, practicum, thesis, etc.
 3. If transfer students would be admitted to the program, list agreements completed, in negotiation, or planned.

D. Curriculum

1. Identify by prefix, number, title, and description (including prerequisites) courses to be required or elected in the proposed program. (Identify with an asterisk(*) courses added during the last 3 academic years, and with 2 asterisks(**) courses to be added if the program is authorized.)
2. If the program design includes multiple curricula (concentrations, emphases, options, specializations, tracks, or related items), identify courses unique to each alternative.
3. Provide a semester-by-semester projection for offering of the required and prescribed courses during the first five years.
4. Describe arrangements that would serve non-traditional students, e.g., non-traditionally scheduled classes, delivery of instruction by telecommunications and/or off-campus instruction sites, library services, student advisement, and related items if applicable.
5. If the general education/core curriculum component of the proposed program differs from that required for all or most undergraduate programs at the institution, indicate how and why.

E. Supporting Fields

1. Identify existing degree programs and non-degree supporting fields that would complement the proposed program; describe the relationship of each to the proposed program.
2. If the existing programs or supporting fields would require updating or expansion because of the new program, explain how and why.

F. Effect on Existing Programs

1. Describe how existing courses would be affected by enrollments generated in the proposed program, including information on, but not limited to, the potential need for additional sections or increased class sizes, the faculty, library resources, equipment, supplies, and/or space.
2. For a graduate program, describe how related undergraduate programs would be affected by enrollments in the proposed program, including changes anticipated in the rank and/or credentials of faculty teaching in the undergraduate program, and use of graduate student Teaching Assistants, Graduate Assistants, and Assistant Instructors, etc., and their credentials. Provide evidence that faculty (full-time, part-time, or Teaching Assistants) in the proposed program, or who would replace current faculty reassigned to the proposed program, would meet Southern Association *minimum* standards for credentials and experience.

G. Accreditation

1. If there is a professional program accreditation procedure in this field, attach current standards.
2. State intention regarding accreditation.

III. EVALUATION

- A. 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 survey, or other procedures. How would evaluations be carried out?

IV. PROGRAM NEED/DEMAND

- A. Identify similar programs at:
1. Texas public and independent universities; or

2. Out-of-state institutions, if the proposed program would be unique in Texas.

B. Describe justification for the proposed program in terms of the following, as applicable:

1. Local, regional, state, national and international needs. **NOTE:** State need is the preeminent criterion for consideration of new degree programs (Reference: Coordinating Board "Standards for Consideration of New Doctoral Program Requests," July 1982 and revised Fall 1992).

2. The long-range academic plan of the institution.

3. Demand from prospective students.

4. Job market needs (identify specific potential employers and supply names, addresses and phone numbers where possible).

5. Educational and cultural needs of the community.

V. PROGRAM POTENTIAL

A. Estimate the cumulative headcount and full-time equivalent (FTE) enrollment for each of the first 5 years (majors only, considering expected attrition and graduation) and indicate the number expected to be *new* to the institution each year.

	Majors (FT)	Majors (PT)*	Attrition	Graduation	Majors (Total)	FTE's
1						
2						
3						
4						
5						

*Defined as half-time or state the number of SCH per academic year:

B. Explain assumptions used in making these estimates.

VI. RESOURCES

A. Personnel

1. Describe any personnel additions or changes in the *past* three years made in anticipation of the program.

2. Indicate for the first five years the cumulative number of FTE personnel who would be involved in delivery of the program in each of the following categories:

- a. released time for administration and other services,
- b. full-time faculty,
- c. part-time faculty,
- d. graduate student assistants,
- e. clerical/support staff, and
- f. others, specify

3. List *current* faculty members, indicating highest earned degree/institution, field of study, current teaching and research assignments, dates of appointment, and anticipated contribution to the program. Specify course(s) each faculty member would teach.

4. If current faculty would be teaching new courses, how would their teaching assignments change, and how would their current assignments be accommodated?

5. List all *new* positions (faculty, graduate assistant, clerical/support, etc.) required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignments, indicate the source.

6. Describe qualifications that would be sought in new faculty, indicate the expected level of appointment and anticipated contributions to the program (including research grants, contract resources, etc.)

7. For graduate programs:

- a. describe departmental faculty policy regarding chairing or serving on thesis/dissertation committees and numbers of students supervised at one time.
- b. identify faculty who would supervise theses, dissertations, and internships; provide examples of their ongoing research projects and scholarly publications.

B. Library

1. List any library holdings added in the *past* three years in anticipation of the program.

2. Describe library holdings specifically relevant to the proposed program, noting strengths and weaknesses. If there are guidelines for the discipline, do current holdings meet or exceed standards? Describe planned actions that would maintain strengths and/or remedy weaknesses.
3. Describe cooperative library arrangements that would be available to students in this program.
4. Provide library director's assessment of library resources necessary for the proposed program.

C. Equipment

1. List any equipment acquired in the *past* three years in anticipation of the program.
2. Itemize expenditures projected during each of the first five years for equipment and supplies specifically for the proposed program.

D. Facilities

1. Describe any facility added or modified in the past three years in anticipation of the program.
2. Describe the availability and adequacy of existing facilities that would be used for the proposed program.
3. Describe planned alteration or renovation of existing facilities needed for the program; estimate date of availability and display estimated cost in Item VII.
4. Describe planned new facilities needed for the program; estimate dates of availability and display estimated cost in Item VII.

VII. COSTS

On the attached forms, provide estimates of new costs to the institution related to the proposed program(s) and provide information regarding sources of the funding that would defray those costs.

VIII. ADDITIONAL GUIDELINES HELPFUL FOR THE COORDINATING BOARD IN EVALUATING THIS PROGRAM REQUEST.

NOTE: See additional Coordinating Board criteria for doctoral program review:

- Standards for Consideration of New Doctoral Program Requests, adopted July 1982, updated Fall 1992.
- Distinctions between EdD and PhD Programs in Education, July 1990.
- Guidelines for Developing Cooperative Doctoral Programs.
- Standards for EdD Programs in Educational Administration/Leadership.
- Degree Programs, Support Areas, and Degree Titles, October 1986.
- Guidelines for Recognition and Classification of Courses and Degree Program Offerings.

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.

<u>Cost Category</u>	<u>Cost Sub-Category</u>	<u>Before Approval Year*</u>	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>	<u>5th Year</u>	<u>TOTALS</u>
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)								
<u>TOTALS</u>								

* 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

Explanations:

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.

<u>Funding Category</u>	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>	<u>4th Year</u>	<u>5th Year</u>	<u>TOTALS</u>
I. Formula Income*						
II. Other State Funding*						
III. Reallocation of Existing Resources*						
IV. Federal Funding* (In-hand only)						
V. Other Funding*						
<u>TOTALS</u>						

*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.

<u>Funding Category</u>	<u>Non-Formula Funding Sources</u>
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*.

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 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 [NOTE: as of 2007, funds from research may be used in some circumstances. See document for the CB 12/1/06 Workshop.]

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.

Other Funding

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