

# Texas Higher Education Coordinating Board Universities Division

## 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. Admission 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. clinical, field experience, internship, practicum, thesis, etc.
3. If transfer students would be admitted to the program, list articulation 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 three academic years, and with two 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 the 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 other 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, include information on, but not limited to, the potential needs 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, include 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 of Colleges and Schools *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 surveys, 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. Demands 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 five years (majors only, considering expected attrition and graduation) and indicate the number expected to be *new* to the institution each 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 assistants, clerical/support, etc.) required during the first five years of the program and indicate whether the positions would be additions or reassignments. If reassignment, 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 number 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 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 dates 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.

NOTE: Proposals for new programs and administrative units must be accompanied by (a) a statement certifying the adequacy of funding, or (b) a statement regarding the need for funds not yet available to the institution. The statement must be from the chief administrative officer of the requesting institution.

Policy on Adequate Financing, Coordinating Board, January 1992.

#### VIII. **Additional Guidelines Helpful for the Coordinating Board in Evaluating a 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.
- Provide Title Page based on attached model.
- Sequence and number responses as indicated in attached format.
- Forward **three** copies of the completed proposal for baccalaureate and master's proposals, and **five** copies of the completed proposal for doctoral proposals, to the Texas Higher Education Coordinating Board, Universities Division, P.O. Box 12780, Austin, Texas 78711.
- Direct questions concerning the request format to the Division of Universities, (512) 427-6200

