

**Texas Higher Education Coordinating Board**

**Proposal for a New Bachelor’s Degree Program**

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| **Directions:** Texas public institutions of higher education must complete this form to propose: (1) Bachelor’s or Master’s Degree programs in engineering; (2) Bachelor’s or Master’s degree programs that have an estimated cost of more than $2 million in the first five years of operation; and (3) Bachelor’s or Master’s degree programs that do not meet the certification requirements set forth in Coordinating Board Rules, Subchapter C, Section 5.44 (a) (3). In completing the proposal, the institution should refer to the document *Standards for Bachelor’s and Master’s Degree Programs,* which prescribesspecific requirements for new degree programs*.* Institutions should notify the Division of Academic Quality and Workforce of its intent to plan a new engineering program via a letter submitted through the online portal prior to submission of the Full Request Form.This form requires the signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program and the notification of other Texas public institutions of higher education; (2) a member of the Board of Regents (or designee) certifying Board approval.**Questions:** Contact the Division of Academic Quality and Workforce at 512-427-6200. |

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| **Administrative Information** |
| 1. **Institution**: Texas State University
2. **Proposed Program:**

**Show how the proposed program would appear on the Coordinating Board’s Program Inventory (e.g., Bachelor of Business Administration degree with a major in Accounting).**1. **Proposed CIP Code:**

**List of CIP Codes may be accessed online at** [**www.txhighereddata.org**](http://www.txhighereddata.org)1. **Semester Credit Hours Required:**

**For Bachelor’s Degree Programs the number should be 120 SCH (if the number of SCH exceeds 120 for a Bachelor’s Degree program, the institution must submit documentation explaining the compelling academic reason such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.).**1. **Location and Delivery of the Proposed Program:**

**Provide the location of instruction and how the proposed program will be delivered to students (*e.g., face-to face to students on the main campus in Lubbock*).**1. **Administrative Unit:**

**Identify where the program would fit within the organizational structure of the university (*e.g., Department of Electrical Engineering within the College of Engineering*).**1. **Program Description:**

**Describe the proposed program and the educational objectives.**1. **Proposed Implementation Date:**

**Provide the date that students would enter the proposed program (MM/DD/YYYY)**1. **Institutional and Departmental Contacts:**

**Provide contact information for the person(s) responsible for addressing any questions related to the proposal**A. **Name**: Dr. Vedaraman Sriraman**Title**: Associate Vice President for Academic Affairs**E-mail**: vs04@txstate.edu**Phone:** 512-245-1217B. **Name** (Department Chair/School Director): **Title**: **E-mail**: **Phone**: C. **Name** (Academic Program Coordinator): **Title**: **E-mail**: **Phone**: **Qualifications (can include highest degree earned, awarding institution, number of years teaching, research areas, special awards/credentials)**: |

Table of Contents

Section Page Number

Administrative Information

Proposed Program Information

I. Need

A. Job Market Need

B. Student Demand

C. Existing Programs

D. Enrollment Projections

II. Quality

A. Degree Requirements

B. Curriculum

C. Faculty

D. Students

E. Marketable Skills

F. Library

G. Facilities and Equipment

H. Accreditation

I. Evaluation

J. Student Learning Outcomes

III. Costs and Funding

Signature Page

Appendices

* Attachment A: Summary of Coursework
* Attachment B: Support Letters
* Attachment C: Student Interest Survey
* Attachment D: Five Year Projection of Courses

**Proposed Program Information**

1. **Need**
2. **Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market. This evidence must include recent and reliable data on the number of potential job openings in the discipline that reflect both short- and long-term need. 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 other than workforce demands, please identify those needs. Other types of data that can be used are: 1) documented vacancies in existing positions; 2) documented need for new positions; and 3) evidence of emerging markets. These data can come from: a) survey of advertisements for job openings; b) employer surveys; and c) evidence from professional associations, workforce commissions, and related governmental agencies.**
3. **Student Demand – Provide short- and long-term evidence of demand for the program. This evidence must include recent and reliable data of short- and long-term evidence of student interest. Types of data to be used are: 1) increased enrollments in related programs at the institution; 2); qualified applicants rejected at similar programs in the state or nation; and 3) student surveys.**
4. **Existing Programs – Identify existing similar 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 programs.**
5. **Enrollment Projections – Complete the following table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. Include majors only and include anticipated attrition and graduation. The enrollment projections will reflect student demand estimates to ensure financial self-sufficiency of the program by the end of the program’s fifth year. In calculating yearly FTSE, 30 SCH equals 1 FTSE for baccalaureate programs. Provide an explanation of the assumptions used in projecting student enrollments. The institution has developed a plan to recruit, retain, and graduate students from underrepresented groups for the program.**

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|  | **Year 1****FY XXXX** | **Year 2****FY XXXX** | **Year 3****FY XXXX** | **Year 4****FY XXXX** | **Year 5****FY XXXX** |
| **New Students** |  |  |  |  |  |
| **Headcount** |  |  |  |  |  |
| **FTSE** |  |  |  |  |  |
| **Attrition** |  |  |  |  |  |
| **Graduates** |  |  |  |  |  |

**II. Quality**

1. **Degree Requirements – Complete the following table to show SCH for the proposed degree program. Modify the table as needed; if necessary, replicate the table for more than one option. The number of SCH for the program is comparable to the number the SCH required for similar degree programs in the state. The institution shall adhere to Texas Education Code, Section 61.0515, which limits the SCH required for a baccalaureate degree program.**

**Core Curriculum – The number of semester credit hours (SCH) in the general education core curriculum shall equal the number of SCH in the approved Core Curriculum.**

**Initial Teaching Certificate – New or revised undergraduate degree programs leading to an initial teaching certificate must comply with the requirements adopted by the Coordinating Board (See** [**http://www.thecb.state.tx.us/AAR/EdPrep/**](http://www.thecb.state.tx.us/AAR/EdPrep/)**).**

**Transfer Issues – Coordinating Board approved Field of Study Curriculum (FOSC) are fully accepted in transfer and the FOSC (or courses in the FOSC that the student has completed) satisfies the lower-division requirements of the program.**

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| **Category** | **Semester Credit Hours** |
| General Education Core Curriculum | 42 |
| Required Courses |  |
| Prescribed Electives |  |
| Free Electives |  |
| Other *(Specify, e.g., internships, clinical work)* | (if not included above) |
| TOTAL |  |

**Note:** Bachelor’s degree programs should not exceed 120 SCHs. Bachelor’s degree programs that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

1. **Curriculum – Complete the following tables to identify the required courses and prescribed electives of the proposed program. Note with an asterisk (\*) courses that would be added if the program is approved. Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.**

**Required Courses – Courses that are taken by all students in the program and that meet requirements for accreditation, licensure, and/or certification, as appropriate. Required courses are consistent with courses offered in similar programs in the state and nation.**

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| **Prefix and Number** | **Required Courses** | **SCH** |
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**Prescribed Elective Courses – Specific list of courses from which students must choose to meet curricular requirements of the program. Prescribed electives shall complement the required courses and are numerous enough to provide breadth and depth of study.**

**Electives – Courses available to students, which are neither required nor prescribed, and are consistent with similar programs, selected by the student, and may be subject to advisor approval.**

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| **Prefix and Number** | **Prescribed Elective Courses** | **SCH** |
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**Identify and discuss the proposed educational objectives of the program.**

**Using the courses listed above, complete the following table to show how each of the proposed educational objectives of the program are addressed in the coursework. Each of the above courses must be included in the following objective chart.**

| Program Objectives(list all objectives) | Courses in which objectives are specifically addressed |
| --- | --- |
| Program Objective 1:(describe objective) | Prefix, Number, Title(list all courses that address Objective 1) |
| Program Objective 2:(describe objective) | Prefix, Number, Title(list all courses that address Objective 2) |
| Program Objective 3:(describe objective) | Prefix, Number, Title(list all courses that address Objective 3) |
| Program Objective 4:(describe objective) | Prefix, Number, Title(list all courses that address Objective 4) |
| Program Objective 5:(describe objective) | Prefix, Number, Title(list all courses that address Objective 5) |

**Complete the following table identifying how the course curriculum will be organized in a 4 year degree plan. Use either the semester or the year layout table below.**

| (name of baccalaureate degree)(name of major)Minimum required: \_\_\_\_ semester credit hours |
| --- |
| Freshman Year 1st semester | Freshman Year 2nd semester | Sophomore Year 1st semester | Sophomore Year 2nd semester |
| Course(prefix & number)(prefix & number)(prefix & number)Total | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total  | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total  | Hour |
| Junior Year 1st semester | Junior Year 2nd semester | Senior Year 1st semester | Senior Year 2nd semester |
| Course(prefix & number)(prefix & number)(prefix & number)Total | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total  | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total  | Hour |

| (name of baccalaureate degree)(name of major)Minimum required: \_\_\_\_ semester credit hours |
| --- |
| Freshman Year | Sophomore Year | Junior Year | Senior Year |
| Course(prefix & number)(prefix & number)(prefix & number)Total | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total  | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total | Hour | Course(prefix & number)(prefix & number)(prefix & number)Total  | Hour |

1. **Faculty – Complete the following tables to provide information about Core and Support faculty. Add an asterisk (\*) before the name of the individual who will have direct administrative responsibilities for the program. Add and delete rows as needed. Each of the courses listed above in the Curriculum Section must be included in the following table under *Courses Assigned in Program*.**

**A minimum of four FTE faculty shall be devoted specifically to the proposed program. To meet minimum standards as defined in SACSCOC Principles of Accreditation, 25 percent of the program’s SCH must be taught by faculty members with a terminal degree. Beyond that minimum standard, the percentage of faculty with terminal degrees shall compare favorably to the percentage of faculty with terminal degrees at similar programs in the state and nation. Coordinating Board rules, Chapter 5, Subchapter C, Section 5.45 (3) (B) and Chapter 7, Subchapter A, Section 7.4 (a) (1) require that core and support faculty have terminal degrees from institutions that are accredited by agencies recognized by the Coordinating Board or from equivalent institutions located outside the United States.**

**At least 50 percent of the faculty FTE supporting a baccalaureate program must be core faculty. A core faculty member is tenured or tenure-track who devotes an average of fifty percent or more of his or her teaching time in the program. Some programs such as interdisciplinary degrees may have core faculty devoting less than 50 percent of their teaching time to the program. The background and education of each core faculty member shall be in the field of the program or in a closely related field.**

**The program shall have a sufficient number of support faculty to teach the scope of the discipline, consistent with similar programs in the state and nation.**

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| **Name of Core Faculty and Faculty Rank** | **Highest Degree and****Awarding Institution** | **Courses Assigned****in Program** | **% Time****Assigned****To Program** |
| e.g., Robertson, David Asst. Professor | PhD in Molecular GeneticsUniv. of Texas at Dallas | MG200, MG285MG824 (Lab Only) | 50% |
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| New Faculty in Year \_\_ |  |  |  |
| New Faculty in Year \_\_ |  |  |  |

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| **Name of Support Faculty and Faculty Rank** | **Highest Degree and****Awarding Institution** | **Courses Assigned****in Program** | **% Time****Assigned****To Program** |
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| New Faculty in Year \_\_ |  |  |  |
| New Faculty in Year \_\_ |  |  |  |

1. **Students – Describe general recruitment efforts and admission requirements. In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups to the program.**
2. **Marketable Skills – Describe the marketable skills and how the student will be informed of the marketable skills associated with the proposed program. The proposed program has identified marketable skills and students will graduate with the ability to articulate the job skills they acquired through the proposed program.**
3. **Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program. Resources shall meet the standards of the appropriate accrediting body or other professional association and be adequate to support the program. Faculty and library staff shall collaborate on writing a collection development policy for the program and on purchasing core collection materials.**
4. **Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.**
5. **Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation. The Coordinating Board requires institutions to meet accreditation deadlines for certain programs (e.g., ABET for undergraduate engineering) as a requirement for program approval. If the institution does not plan to pursue accreditation, it shall provide the rationale for that decision.**
6. **Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the proposed program and for continuous improvement.**
7. **Student Learning Outcomes – Describe the measurable outcomes for the proposed program.**

**III. Costs and Funding**

1. **Five-Year Costs and Funding Sources – Complete the following table to show estimated five-year costs and sources of funding for the program. Identifiable new and reallocated revenues shall cover the incremental costs of operating the program.**

**New formula funding shall not be considered as a funding source for the first two years of the program and shall not exceed 50 percent of all funding for the program for years three through five. By year six, the identified sustainable incremental revenue shall be equal to or above the incremental costs.**

**Incremental or new costs to the institution shall be below $2,000,000 for the first five years of the program. Costs include personnel, facilities and equipment, library resources, supplies and materials, administration, and any other new costs directly related to the proposed program.**

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| **Five-Year Costs** | **Five-Year Funding** |
| Personnel1 | $0 | Reallocated Funds |  $0 |
| Facilities and Equipment | $0 | Anticipated New Formula Funding3 | $0 |
| Library, Supplies,  and Materials | $0 | Designated Tuition and Fees | $0  |
| Other2 | $0 | Other4 |  $0 |
| **Total Costs** | **$0** | **Total Funding** |  **$0** |

Explanations:

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, “likely” future grants, and special item funding can be included.

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| **Texas State University****(insert name of new baccalaureate program)****Signature Page**1. Adequacy of Funding and Notification of Other Institutions – The chief executive officer shall sign the following statements:

*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*.*I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chief Executive Officer Date1. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

*On behalf of the Board of Regents, I hereby certify that the program is appropriate for the mission of this institution, and the Board of Regents has approved the program.* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Board of Regents (Designee) Date of Approval |

Attachment A: Summary of Coursework

Provide course numbers, titles, and descriptions of the new and existing courses for the proposed program. Note with an asterisk (\*) courses that would be added if the program is approved.

Attachment B: Support Letters

Attachment C: Student Interest Survey and Data

Attachment D: Five Year Projection of Courses

Provide course numbers, faculty assignments as found in the core and support faculty tables, and anticipated enrollments of the new and existing courses for the proposed program.

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| Year 1, Fiscal Year XXXX |
| Fall XXXX | Spring XXXX | Summer XXXX |
| Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment(insert rows as needed) | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment |

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| Year 2, Fiscal Year XXXX |
| Fall XXXX | Spring XXXX | Summer XXXX |
| Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment(insert rows as needed) | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment |

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| Year 3, Fiscal Year XXXX |
| Fall XXXX | Spring XXXX | Summer XXXX |
| Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment(insert rows as needed) | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment |

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| Year 4, Fiscal Year XXXX |
| Fall XXXX | Spring XXXX | Summer XXXX |
| Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment(insert rows as needed) | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment |

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| Year 5, Fiscal Year XXXX |
| Fall XXXX | Spring XXXX | Summer XXXX |
| Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment(insert rows as needed) | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment | Course NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated EnrollmentCourse NumberFacultyAnticipated Enrollment |