AAPPS 02.01.10

New Baccalaureate and Master’s Program Request Form

Administrative Information

**1. Institution:** Texas State University-San Marcos

**2. Program Name: Show how the program would appear on the Coordinating Board’s program inventory (*e.g., Bachelor of Business Administration degree with a major in Accounting*):**

**3. Proposed CIP Code:**

**4. Brief Program Description: Describe the program and the educational objectives:**

**5. Administrative Unit: Identify where the program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*):**

**6. 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**:

**8. Required Reviews:**

* Faculty
* Department/School Curriculum Committee or Department/School Faculty
* Department Chair/Program Director/School Director
* College Curriculum Committee
* College Council
* College Dean
* Dean of The Graduate College (if applicable)
* Associate Vice President for Academic Affairs
* Provost
* University Curriculum Committee
* Faculty Senate
* Council of Academic Deans
* University Council
* President
* Texas State University System Board of Regents
* Texas Higher Education Coordinating Board
* Southern Association of Colleges and Schools (if applicable)

**Program Information**

**I. Need**

**A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the Texas and US job markets. 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) related governmental agencies.**

**B. Student Demand – In addition to a demonstrated job market and workforce need, a critical mass of qualified students must be available to enter the program and there must be evidence that the program is likely to have sufficient enrollments to support the program into the future. Provide short- and long-term evidence of demand for the program. Types of data to be used are: 1) Increased enrollments in related programs at the institution; 2) high enrollment in similar programs at other institutions; 3) qualified applicants rejected at similar programs in the state or nation; and 4) student surveys.**

**C. Student Recruitment – Describe general recruitment efforts, including plans to recruit and retain students from underrepresented groups.**

**D. Enrollment Projections – Use this table to show the estimated number of new students, cumulative headcount, full-time student equivalent enrollment, attrition, and graduates for the first five years of the program. 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 and 24 SCH equals 1 FTSE for master’s programs. Provide an explanation of the assumptions used in projecting student enrollments.**

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| --- | --- | --- | --- | --- | --- |
| **YEAR** | **1** | **2** | **3** | **4** | **5** |
| **New Students** |  |  |  |  |  |
| **Headcount** |  |  |  |  |  |
| **FTSE** |  |  |  |  |  |
| **Attrition** |  |  |  |  |  |
| **Graduates** |  |  |  |  |  |

**II. Quality**

**A. Admission Requirements – Describe the admissions standards for applicants of the program. If relevant, include policies for accepting students transferring from other graduate programs.**

**B. Degree Requirements – Use this table to show the degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.) For baccalaureate programs, the General Education Core Curriculum hours shall equal the number of SCH in the approved Core Curriculum Plan. A minimum number of SCH are required for an academic major (required courses and prescribed electives):**

**• Baccalaureate program – 24 SCH (30 SCH for most majors)**

**• Master’s program – 18 SCH in a 30 to 36 SCH program; more for longer programs.**

**The total number of SCHs for the degree shall be comparable to the number the SCHs required for similar degrees in the state. Texas Education Code § 61.0515 limits the number of SCHs required for a baccalaureate degree to 120. A baccalaureate program shall not require more SCHs than the maximum unless a waiver is submitted in writing to the Coordinating Board. The waiver shall document a compelling academic reason for requiring more SCHs than indicated above, such as accreditation requirements, statutory requirements, and requirements for licensure/certification of graduates. Any baccalaureate program for which the Coordinating Board has an approved Field of Study Curriculum (FOSC) shall fully accept in transfer and apply the FOSC (or that portion of the FOSC that the student has completed) to satisfy the lower-division requirements of the major.**

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

**C. Curriculum**

**1. Discuss and highlight the importance of the proposed educational objectives of the program.**

**2. Use these tables to identify the required courses and prescribed electives of the program.Note with an asterisk (\*) new courses that would be added if the program is approved. Active courses that will be used in this program should be reviewed to determine if changes are needed to those courses because of the new program, e.g., contact hours, co-requisites, descriptions, prerequisites, restrictions, titles, etc. (not to include prefix or numbers.) Course Request Forms for new and changed courses must be submitted with the program proposal. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)**

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| **Prefix and Number** | **Required Courses** | **SCH** |
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| **Prefix and Number** | **Prescribed Elective Courses** | **SCH** |
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**3. For proposed baccalaureate programs, complete the following table identifying how course curriculum will be organized in a 4 year degree plan.**

| (name of baccalaureate degree)  (name of baccalaureate 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 |

**4. 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) |

**D. Faculty – Faculty resources must be adequate to provide high program quality. There should be sufficient numbers of qualified faculty dedicated to a new program. Use these 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 number of faculty shall be devoted specifically to the proposed program:**

**• Baccalaureate program – three FTE or two FTE if comprised of four individual faculty members. (Note: The standard for upper-level institutions could be lower for those programs in which lower-division courses are required for the major and taken at feeder institutions.)**

**• Master’s program – three FTE or two FTE if comprised of four individual faculty members.**

**At least 50 percent of the faculty FTE supporting a baccalaureate or master’s program must be core faculty.**

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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 Genetics  Univ. of Texas at Dallas | MG200, MG285  MG824 (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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**E. Library – Provide an assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program. Library 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.**

**F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions. Facilities and equipment shall be equivalent to those provided at similar programs in the state and nation. Adequate classroom and laboratory space, equipment, and office space should be available for the proposed program. Arrangements for any essential clinical placements should be made before program approval.**

**G. 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 contingency of continued program approval.**

**H. Student Learning Outcomes – Describe the measurable outcomes for the proposed program.**

**III. Costs and Funding**

**Five-Year Costs and Funding Sources – Use this table to show 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 shall include personnel, facilities and equipment, library resources, supplies and materials, administration, and any other new costs directly related to the 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 | Special Item Funding | $0 |
| Other2 | $0 | Other4 | $0 |
| **Total Costs** | **$0** | **Total Funding** | **$0** |

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 designated tuition and fees can be included.

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| **Texas State University-San Marcos**  **(insert name of new baccalaureate or master’s program)**  **Signature Page**  1. *I hereby certify that the above new program has been approved in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55.*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Provost/Chief Academic Officer Date  2.*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*.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  President/Chief Executive Officer Date  3. Board of Regents Certification of Criteria for Commissioner or Assistant Commissioner Approval – A member of the Board of Regents or designee shall sign and certify that the new program meets the eight criteria under TAC Section 5.50(b). Once certified, the program may be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research. The criteria stipulate that the program shall:  (1) be within the institution’s current Table of Programs previously approved by the Board;  (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 on 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 where the principal faculty and other resources are already in place to support other approved programs and/or the general core curriculum requirements for all undergraduate students;  (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.  *On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50(b).*  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Board of Regents (Designee) Date |