

Introduction

The following template is designed to assist and guide you in preparing your proposal for the delivery of an electronic or off-campus program. In many instances you are provided with examples that serve as a springboard to prompt a response specific to your program. In others, you are given a response that can be used for any proposal originating from Texas State. For some responses you are given a suggested approach, which is designed to guide you to an appropriate response for your program.

This template is by no means a comprehensive solution as each program differs. In some cases, depending on your program and whether it is Internet-based or offered face-to-face off-campus, it will not be necessary for you to answer each prompt as it may not apply to your program. In some cases, you will need to discuss more fully your answer than what is given as an example. In others instances, you may need to discuss only briefly, while in others a simple statement will be sufficient.

I hope that you find this format helpful and the task less daunting. This template was designed to make the proposal process go by more smoothly. Please provide feedback indicating changes you believe need to be made to improve this proposal process.

Proposal to Deliver Electronic or Off-Campus Certificate/Degree Programs

Required by SACS and submitted to Office of Extended and Distance Learning

1. **Abstract** (limit to one page or less) – **Describe the proposed change; its location; initial date of implementation; projected number of students, if applicable; description of primary target audience; projected life of the program** (single cohort or ongoing); **and instructional delivery methods.**
 - a. **Describe the proposed change:** For off-campus programs, you will need to describe the change from that perspective, whereas for distance learning programs, the following serves as a “springboard” to assist you with your response.

Example I

The Department of Anthropology is dedicated to continuing growth as a leader in developing high quality Web-based instruction, and to increasing the use of new and innovative technology in the delivery of its instructional programs to individuals whose circumstances prevent them from regularly attending classes on the university campus. The Department of Anthropology proposes to offer an ongoing program leading to the Master of Science Degree in Applied Anthropology via the Internet (WebCT) by Fall 2004.

Example II

The purpose of this proposed change is to introduce a Concentration in Information Technology to the ongoing College of Business Administration's (COBA) Master in Business Administration (MBA) degree that may be completed via distance learning. This change is proposed by the Information Technology and Decision Sciences (ITDS) Department in COBA.

- b. The program's location: This will vary with off-campus programs depending on the location where the program is being offered. For online programs, the location will be the Texas State University-San Marcos campus.**

Example I

Texas State University-San Marcos

Example II

Initially the program will be offered at the San Marcos campus and the RRHEC; we will consider offering the program elsewhere if as opportunities and resources exist.

- c. Initial date of implementation: This can be confusing because in some instances your program may have developed its first online course several years past. However, the semester when you reached the 50% or above of online course offerings is the semester you should use to indicate the initial date of implementation or the date that this proposal was developed.**

Example I

The first year of the project (spring 2002 - fall 2002).

Example II

Our initial date of implementation of this program is fall, 2005.

- d. Projected number of students, if applicable: If you have done any market analysis or other projections for expected enrollments, indicate that in your response to this prompt. A guess will probably weaken the proposal some.**

Example I

It is **projected that program enrollment in its first year of operation will be some 20 students**, increasing to 40 students in the second year, and reaching 80 to 100 by the fifth year.

Example II

The program has experienced continued growth with the grant funding. For example, the second DOE grant (in its third year of a five-year cycle) **has grown from 34 students to a total of 167** students taking 2,289 course hours during the June 2002 to May 2003 fiscal grant year.

- e. Description of primary target audience: The primary target audience may be undergraduates either from the campus or nationwide. Also, these students may be the result of some agency requirement or respond to a shortage and be located in those agencies. Additionally, students may be persons who are currently working in your area and are seeking an advanced degree.**

Example I

This program is designed to meet the needs of state vocational rehabilitation counselors. The online degree program provides the academic structure, support and services appropriate to graduate study for vocational rehabilitation counselors.

Though less specific, this example assumes area population as the source of students.

Example II

Initially the program will be offered at the UNT main campus and the Universities Center.

- f. Projected life of the program (single cohort or ongoing): This is a decision that will be made within your college or department.**
- g. Instructional delivery methods: For off-campus programs, at least 50% of the instructional delivery method will be face-to-face. For Internet courses from Texas State, TRACS is the delivery method.**

Example I

The Internet is the existing delivery method of the MBA foundation & core courses.

Suggested Approach

It is best to provide a list of all instructional delivery methods that are used in this program including face-to-face meetings if applicable.

2. Background information – Provide a clear statement of the nature and purpose of the change in the context of the institution’s mission and goals; evidence of the legal authority for the change (if authorization is required by the governing board or the state); and whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.

- a. Provide a clear statement of the nature and purpose of the change in the context of the institution’s mission and goals:**

Example I

The University's Mission (<http://www.txstate.edu/about/mission.html>) includes: (a) "serving the educational needs of the diverse population of Texas and the world beyond." and (b) "A commitment to public service as a resource for personal, educational, cultural and economic development." The proposed MBA with a Concentration in Information Technology addresses a need for offering this educational opportunity to the central Austin business community, and potentially others in the Austin-San Antonio area. The program will impart learning of information technology's roles in the organizational culture of today's businesses.

Example II

During its thirty- four years of operation, the Department of Rehabilitation, Social Work and Addictions has obtained in excess of ten million dollars in external funding for training, innovation and research grants primarily from the Rehabilitation Services Administration of the U.S. Department of Education, the Texas Rehabilitation Commission, and the Texas Planning Council for Developmental Disabilities. Such funding has supported the Department's on-going commitment to "develop and disseminate innovative and interdisciplinary practices which enhance opportunities for all people to live and work in their communities." (DRSWA Mission Statement, 1995).

- b. Evidence of the legal authority for the change (if authorization is required by the governing board or the state):**

Example I

The Department of Rehabilitation, Social Work and Addictions (DRSWA), originally the Center for Rehabilitation Studies (CRS), **was founded in 1967 and approved by The Higher Education Coordinating Board** as a federally funded program to provide continuing education in rehabilitation facility/workshop administration in a five-state region.

Suggested Approach

It is best to state when and who granted the legal authority for the change if you know the background. For most cases involving Texas State University-San Marcos programs, each was granted authority first by the Texas State System Board of Regents and then by the Texas Higher Education Coordinating Board. It will be up to you to determine the timeline.

- c. State whether the proposed degree program or similar program is offered on the main campus or at other off-campus sites.** Though not considered an off-campus site, it would be good to mention the Round Rock Higher Education Center if appropriate.

Example I

The Master of Arts in Applied Anthropology was approved by the THECB in 1999 and is currently offered by the Department of Anthropology on the University of North Texas campus.

3. Assessment of need and program/planning approval – Discuss the rationale for the change, including an assessment of need; evidence of inclusion of the change in the institution’s ongoing planning and evaluation processes (for example, how does it fit into the university’s vision); and documentation that the program’s faculty were involved in the review and approval of the new method of delivery or program. Indicate who is the instructional leader(s) for the revision or creation of the distance learning courses. Indicate the organizational structure for administering the program and identify the office and person(s) responsible. Indicate any similar programs at other institutions, particularly if they are available from other Texas institutions, public or private.

- a. Discuss the rationale for the change, including an assessment of need:** If a needs assessment has been conducted, the results should be summarized here.

Example I

The University of North Texas Department of Anthropology is the only department offering an applied anthropology program in the State of Texas, and it will be the first to offer such an online graduate program in the country. Only fifteen campuses across the nation offer programs in Applied Anthropology, one of the fastest growing areas of the discipline. **The demand for graduate study in applied anthropology has been well documented by the American Anthropological Association**, pointing out that 83% of the new PhDs since 1985 are holding jobs in the non-academic sector. This particular on-line program is aimed at those students desiring to pursue advanced graduate training in applied anthropology, but where opportunity, distance, work or other commitments currently prevent them from regularly attending classes on a university campus or where opportunities for pursuing graduate studies in Applied Anthropology are limited. The potential market for such an online graduate program is statewide, national and international.

The online Master of Science Degree in Applied Anthropology **fits well into the University mission and goal** of developing exemplary Web-based programs and courses. The online Master of Science Degree in Applied Anthropology, with its regard to quality instruction, will foster excellence and innovation in teaching and learning as it addresses the need for alternative methods of program delivery. This is particularly appropriate for those desiring to pursue the already approved Master of Science Degree in Applied Anthropology.

Example II

The 1992 and 1998 Amendments to the Rehabilitation Act mandate raising the academic qualifications of practicing vocational rehabilitation counselors (VRCs) to achieve the ultimate intent of Title I - to provide Vocational Rehabilitation (VR) services such that individuals with disabilities can obtain and retrain for gainful employment. As set forth in Title I Section 101 (a)(7)(b), VCRs must be trained and prepared in accordance with state policies and procedures as "qualified vocational rehabilitation counselors" to facilitate the accomplishment of employment outcomes with individuals with disabilities.

The Secretary of Education's priority for rehabilitation long-term training supports creative and innovative approaches for assisting state VR agencies to meet their statutory and regulatory requirements for VRCs. To meet the needs of individuals who desire to pursue a career in vocational rehabilitation, as well as the needs of the state VR agencies, San Diego State University (SDSU) and the University of North Texas (UNT) have formed a consortium (CDER) to offer graduate level courses in rehabilitation counseling.

According to the 1998 Harris poll, there are over 43 million Americans with disabilities. Approximately 66% of these individuals are of working age and are unemployed. Among non disabled persons, less than 15% are unemployed. According to the Harris poll, 60% of those who rate their impairments as "slight" are working. Only 8% of those with "very severe" disabilities are working. To help unemployed persons with disabilities join the workforce, state VR agencies, through the Work Force Investment Act and the 1998 Amendments, must provide comprehensive rehabilitation and employment services which increase the focus on employment outcomes (<http://www.cd.gov/officcs/SERS/RSA/PGMS/bvrs.html>). These amendments reinforce the need for qualified rehabilitation personnel to insure improved employment outcomes.

- b. Evidence of inclusion of the change in the institution's ongoing planning and evaluation processes (for example, how does it fit into the university's vision):**

Example I

The incorporation of this distance education master's program In Rehabilitation Counseling into the offered curriculum furthers the UNT vision. The program promotes the recognition of UNT for education, research, creative activities and public service, and for advancing innovation in the enhancement of learning.

- c. Provide documentation that the program's faculty were involved in the review and approval of the new method of delivery or program:**

Example I

The faculty members of the Department of Anthropology have been discussing the possibilities of online delivery of its Masters program since Fall 2001. Applications for support have been submitted to the Teaching with Technology Grant Program in both 2002 and 2003. **All the faculty have been directly involved in the**

preparation of this program proposal. Personnel of the Center for Distributed Learning have been instrumental in the planning, review and approval stages of the program.

Example II

Meeting minutes documenting the necessary departmental and college approvals will be forwarded as additions to the Appendices of this document as they become available, with all documentation completed prior to April I, 2005.

- d. Indicate who is the instructional leader(s) for the revision or creation of the distance learning courses:**

Example I

The instructional leader is:

Dr. Jane Doe

Professor of Information Technology & Interim Chair

Information Technology and Decision Sciences Department

Texas State University-San Marcos

Email: janeDoe@txstate.edu

- e. Indicate the organizational structure for administrating the program and identify the office and person(s) responsible:**

Distance education at Texas State University-San Marcos is administered jointly under the umbrella of Academic affairs, through the sponsoring academic department, the appropriate College, and the Office of Extended and Distance Learning.

The structure for administrating the program is:

College

Academic Department

Faculty Member(s)

Dr. Jane Doe, Dean, College of Science

Dr. Alfred Sloan, Chairperson, Department of Biology

Sponsoring Faculty: List Faculty member(s) names

- f. Indicate any similar programs at other institutions, particularly if they are available from other Texas institutions, public or private.**

Example I

The University of North Texas Department of Anthropology is the only department offering an applied anthropology program in the State of Texas, and it will be the first to offer such an online graduate program in the United States. There are only fifteen campuses across the U.S. that offers programs in Applied Anthropology, one of the fastest growing areas of the discipline.

Suggested Approach

You must indicate any similar programs offered in Texas or, in some cases, in the region. It is important that you've done your homework and indicated with an accurate description of like or similar programs. This is also a good place to add one sentence describing how your program differs from like or similar programs including, if applicable, the ability to offer it online.

4. Description of the change – Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. Describe administrative oversight to ensure the quality of the program or services to be offered. Describe how students will be able to complete the full program of studies. Indicate the selected technology is to be supported. Describe any challenges that this program poses for the students. Describe how the necessary interaction between faculty and student(s) will be provided. The following is a breakdown into component pieces.

- a. Provide a description of the proposed change, including the specific outcomes and learning objectives of the program, a schedule of proposed course offerings for the first year, and a copy of course syllabi.**

Example I

This is a new concentration for an existing MBA degree, comprised of existing courses offered with an expanded method of delivery. The specific objectives are as follows:

To provide the theory, principles and knowledge required for effective management of modern business with an emphasis on technological issues;

To develop an appreciation for the role and responsibilities of business leaders in the social and economic order, particularly as they seek to manage information technology resources; and

To foster the techniques of basing decision and action on careful analysis of pertinent data, with particular emphasis on the analysis and management of information technology initiatives.

The student learning outcomes are assessed at the course and program levels. Internet course assessment is done through WebCT. Videoconference course assessment is the same as face-to-face. At the program level, assessment is performed through the COBA Office of Graduate Studies using established procedures. Changes to this program undergo the same procedures as those established for other COBA Masters programs.

The MBA core courses are offered via the Internet year-round. The student may elect to take any of the core courses in any semester enrolled in the program, with the exception of BUSI 5190, which must be taken in the last semester.

ACCT 5130 - Accounting for Management

DSCI5180 - Introduction to Decision Making

FINA 5170 - Financial Management

MGMT 5140 - Organizational Behavior and Analysis

MKTG 5150 - Marketing Management

BUSI5190 - Administrative Strategy

The courses in the IT Concentration will be offered by videoconference, two in each long semester and two in the summer.

BCIS 5100 - E-Commerce Systems Technologies
BCIS 5120 - Information Systems Development
BCIS 5650 - Emerging Information Technologies
BCIS 5660 - Data Administration & Project Management
BCIS 5670 - International Issues in IT
BCIS 5700 - Strategic Use of Information Technology

INSERT THE COURSE SYLLABI HERE OR INCLUDE AS AN APPENDIX TO THE PROPOSAL

- b. In the case of a change involving the initiation of a branch campus or of an off-site program, indicate the educational program to be offered.**

Suggested Approach

The Round Rock Higher Education Center, it is not considered a branch campus. If it is an off-site program, merely indicate the name of the program and its location.

- c. Describe any differences in admission, curriculum, or graduation requirements for students enrolled at the new site(s), or any special arrangements for grading, transcripts, or transfer policies.**

Example I

Admission, curriculum, and graduation requirements for students enrolled in the online program will be **the same as for the on-campus program. All but the six hours of practicum in the proposed online program will be delivered, or can be obtained, via the Internet. With two exceptions**, the program will be identical to that program expected of on-campus students pursuing the Master of Science Degree in Applied Anthropology. **Those exceptions are:**

Students entering the on-campus MS Program with little or no background in anthropology are required to complete prerequisite courses before beginning graduate work. Depending upon their previous background, they can be required to take 5200 - Seminar in Cultural Anthropology. This prerequisite course is designed to prepare them for the graduate program.

All students of the online program will be required to take ANTH 5200 - Seminar in Cultural Anthropology, as the foundations course for the program. The on-campus program requires that a student take six hours of anthropology electives and six hours of electives from another discipline or field. **In the online program, students may satisfy these elective requirements from a local university or via Internet-based instruction with the approval of their graduate committee.**

- d. Describe administrative oversight to ensure the quality of the program or services to be offered.** Each department will more than likely have a different process for overseeing program quality.

Example I

All departmental faculty members are individually responsible for specific courses in the graduate program on campus. The online program responsibilities will be the same as each is committed to placing their current courses online. All courses undergo review by department faculty member and by IT staff.

- e. **Describe how students will be able to complete the full program of studies.**

Example I

Students will use distance learning systems to deliver a minimum of six CORE accredited academic courses (18 master's level course credits) per year to as many as 25 students per course, thus assisting the students in the acquisition of a graduate degree in Rehabilitation Counseling. Students will take two courses each term (six credit hours during each long term, and six credit hours during the summer term).

Suggested Approach

When explaining how student will complete the program, be as direct as possible stating exactly how you have planned completions and the delivery systems, internships, campus visits, etc., that may be needed to complete the program.

- f. **Indicate the selected technology is to be supported.** TRACS (Teaching, Research, And Collaboration System) is an Internet-based open-source collaborative learning environment.
- g. **Describe any challenges that this program poses for the students.** In some cases students may find it challenging to complete coursework online while others may find it difficult to make required face-to-face meetings. Other challenges may include access to appropriate hardware and software. However, you may find that as you complete this, that the challenges faced by students may in fact be diminished as the price of driving to and from campus increases making that a greater challenge.
- h. **Describe how the necessary interaction between faculty and student(s) will be provided.** Students may interact with faculty members via the mail tool in TRACS. In addition, you may need to provide virtual office hours and indicate the timeframe in which students may expect a response from you. For example, some faculty may answer within 12 hours while other may indicate a response within 36 hours of receipt of the student's email.

5. Faculty – Provide a complete roster (using the Faculty Roster form at www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member's academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered; evidence that faculty members are adequate to support the program; and the impact of the new initiative on faculty workload. For distance learning programs, describe processes in place to ensure that students have structured access to faculty. For graduate programs, document scholarship and research capability of faculty; for doctoral programs, document faculty experience in directing student research. Discuss how faculty will be or have been prepared to teach at a distance. Describe the arrangements that have been made regarding ownership of materials generated in the courses. Explain how faculty are given time to develop the program's courses. Discuss how current faculty assignments will be affected.

- a. Provide a complete roster (using the Faculty Roster form at www.sacscoc.org/inst_forms_and_info1.asp) of those faculty employed to teach in the program(s), including a description of those faculty member's academic qualifications and other experiences relevant to the courses taught, and course load in the new program as well as course work taught in other programs currently offered. (A sample form follows)

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: Texas State University-San Marcos

Name of Academic Area, Discipline, Department/School:

Academic Term(s) Included:

Date Form Completed:

1	2	3	4
Name	Courses Taught	Relevant Academic Degrees and Course Credits Earned	Other Qualifications

For an electronic version of this form and its instructions for completion, access <http://www.sacscoc.org>, click onto Resources, click onto Institutional, and click onto Faculty Roster Form and Faculty Roster Instructions. Please read the instructions before completing the form.

- b. Provide evidence that faculty members are adequate to support the program.

Example I

Until the program develops and enrollments increase, Internet offerings will be integrated into the regular teaching load of Anthropology faculty. Should enrollment expand to the point where independent sections of distance learning courses are required, the program will seek additional faculty positions to cover the overload and/or adopt an incentive system to ensure faculty participation in distance learning.

c. Indicate the impact of the new initiative on faculty workload.

Example I

The normal faculty workload is currently five courses per year (3 / 2). Initially, the online program will be taught concurrently with the on-campus program.

- d. For distance learning programs, describe processes in place to ensure that students have structured access to faculty.** Students are able to access faculty in one of two ways, either through using the mail tool provided in TRACS or they may contact the faculty directly during office hours either by telephone or email for more immediate response or when students feel as though they need a help beyond what can be indicated in an email.
- e. For graduate programs, document scholarship and research capability of faculty.** Up to the individual departments and colleges.
- f. For doctoral programs, document faculty experience in directing student research.** Up to the individual departments and colleges.
- g. Discuss how faculty will be or have been prepared to teach at a distance.** This can be answered in one of two ways or in combination. One is the workshops that are given on campus and the other is any prior experience that a faculty member may have had or a combination of the two.
- h. Describe the arrangements that have been made regarding ownership of materials generated in the courses.**
- i. Explain how faculty are given time to develop the program's courses.** Please indicate if release time or added compensation is given to develop courses.
- j. Discuss how current faculty assignments will be affected.** When proposal reviewers look at this section, they are sensitive to "load" and how that affects both the online load and the on campus course load. The discussion given here should clearly outline the faculty member's load. The example below provides the clarity needed to fully explain how faculty assignments are affected.

Example I

In addition to fulltime faculty, qualified co-instructors will be included in the program on an as needed basis. Continued interest and growth in the program is expected; however, this should not have an impact on the faculty member's workload. The courses have been designed so that in addition to the instructor of record, for every 25 students in a course there is one facilitator to work with individual students. This allows for quality interaction with students while avoiding any undue workload on the instructor of record.

6. Library and learning resources – Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty. For doctoral programs, document

discipline-specific refereed journals and primary source materials. **Contact the Distance Learning Librarian or visit the Distance Services website at:** <http://www.library.txstate.edu/services/distance-students.html>.

[**Note:** For new programs or the expansion of existing ones, the terms of electronic resource contracts and/or the number of simultaneous users may need to be negotiated, or for existing electronic resources, re-negotiated.

This process will require several months to complete and possibly additional budgetary expenditures will need to be made by the academic unit and/or the Libraries.]

- a. Describe library and information resources—general as well as specific to the program—and staffing and services that are in place to support the initiative. If reliant upon other libraries, describe those collections and their relevance to the proposed program(s) and include a copy of formal agreements in the appendix. Library and information resources are found at: <http://www.library.txstate.edu/services/distance-students.html>. Other specific information may include how students purchase textbooks and other sources.**

Example I

Library and information resources (general):

97,000+ electronic journals

155,000+ e-books

370+ databases

Over a half-million microform & audio-visual materials

More than 1.4 million printed volumes

Suggested Approach

Barbara Potts is the Distance Librarian at Texas State. She may be emailed at BP02@txstate.edu voice at 5-3682. She is the contact for any special considerations that you may have. If you are reliant upon other libraries and a formal agreement has been completed, she is the source to provide you a copy of that agreement if needed.

- b. Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty.** Students and faculty will access information at: <http://www.library.txstate.edu/services/distance-students.html>. From this site they are able to conduct searches, request materials, and seek assistance. Texas State University-San Marcos maintains one full time Distance Learning Librarian.

Library and information resources (specific to program):

Suggested Approaches:

Search the periodical list by subject <http://atoz.elsevier.com/subjects.asp?id=3402&sid=64243981&TabID=3> to view electronic journals in your subject area.

Select the database list in you subject area <http://catalog.library.txstate.edu/search/y> for databases available.

Search the catalog <http://catalog.library.txstate.edu> for other library resources in your subject area

Contact the Collection Development Librarian, Selene Hinojosa, at 512-245-1843 or at gh14@txstate.edu for a summary of library resources in your subject area or for a complete Library Collection Assessment. For more information on assessments, see

<http://www.library.txstate.edu/about/departments/acq/colldev/assessments.html>.

Alkek Library

Reference: 14 Librarians (including a Distance Education Librarian, a Virtual Reference Librarian, and an Interlibrary Loan Librarian) and 8 Library Assistants. For more information see

<http://www.library.txstate.edu/about/departments/ref.html>.

Computer Information Services Librarian

Electronic Resources Librarian

Electronic Resources Collection Development Team: 9 Librarians, including 2 Distance Services Librarians.

Courier for taking library materials to and from the Round Rock Higher Education Center

Round Rock Higher Education Center

Reference 2 Librarians and 1 Library Assistant

Library Services:

Reference Service

Available through AskALibrarian <http://www.library.txstate.edu/askalibrarian.html> (Chat, Email, Instant Messaging, and by phone (512-245-2686). The Distance Education librarian can be reached at bp02@txstate.edu or by phone at 512-245-3682, 888-255-3511 (toll free).

Circulation Services

Faculty and students can renew books online by logging in to “My Account” on the library catalog page, <https://catalog.library.txstate.edu/search>.

Texshare cards allow students to check out materials from other [participating libraries](#).

Document/Book Delivery

For material located in the library, such as books or articles only in print journals, students and faculty can request Alkek Library materials at <http://www.library.txstate.edu/my-library/distancerequestform.html>.

For material not at the Alkek library, students and faculty request an Interlibrary Loan at <https://illiad.library.txstate.edu/illiad/>

Accessing Electronic Resources:

Databases

Students and faculty can access over 373 databases from their home or office at <http://catalog.library.txstate.edu/search/y>.

Digital Collections

eCommons, Texas State University's institutional repository of work created by faculty and students at Texas State University. The collection includes pre-prints or post-prints, theses or dissertations, sound or video files, data sets, images, conference papers, book chapters, reports, journals and presentations.

eReserves

Faculty can place class materials on electronic reserves which students can access at <http://ereserve.library.txstate.edu/eres/default.aspx>. More Information is available at <http://www.library.txstate.edu/about/departments/circ/eres-faculty>.

Training for Electronic Resources:

Alkek Library

Research and writing style guides are available at http://alkek.library.txstate.edu/wiki/index.php?title=Category:Research_guides

Short instructional videos on various topics are available at <http://www.library.txstate.edu/help/tutorials.html>.

Library's Distance Student Services website, <http://www.library.txstate.edu/services/distance-students.html>, provides information for conducting research.

Classes meeting occasionally on the Texas State campus can request a research class at <http://www.library.txstate.edu/about/departments/instruction/request-instruction.html>.

Students can request help through AskALibrarian <http://www.library.txstate.edu/askalibrarian.html> (Chat, Email, Instant Messaging, and by phone (512-245-2686). The Distance Education librarian can be reached at bp02@txstate.edu or by phone at 512-245-3682, 888-255-3511 (toll free).

Round Rock Higher Education Center

In addition to the above services, Round Rock Librarians conduct research classes in their library instruction room.

Staff and Services for Electronic Resources:

Distance Education Librarians (3)

Electronic Resources Librarian

Virtual Reference Librarian

Electronic resource information is available at the Library Services for Distance Education Students website, <http://www.library.txstate.edu/services/distance-students.html>.

Students can call the reference desk or use the Ask a Librarian service for database connection problems. For other computer technology problems, students can contact the Instructional Technology Assistance Center at 512-245-4822 (ITAC), by e-mail at itac@txstate.edu and by chat at livechat.tr.txstate.edu.

- c. **For doctoral programs, document discipline-specific refereed journals and primary source materials. Contact the Distance Learning Librarian or visit the Distance Services website at: <http://www.library.txstate.edu/services/distance-students.html>. [Note: For new programs or the expansion of existing ones, the terms of electronic resource contracts and/or the number of simultaneous users may need to be negotiated, or for existing electronic resources, re-negotiated. This process will require several months to complete and possibly additional budgetary expenditures will need to be made by the academic unit and/or the Libraries.]** This section is program specific.

Discipline-specific refereed journals and primary source materials (Doctoral Programs):

Suggested Approaches:

Search the periodical list by subject <http://atoz.ebsco.com/subjects.asp?id=3402&sid=64243981&TabID=3> to view electronic journals in your subject area.

Select the database list in your subject area <http://catalog.library.txstate.edu/search/y> for databases available.

Search the catalog <http://catalog.library.txstate.edu> for other library resources in your subject area

OR

Contact the Collection Development Librarian, Selene Hinojosa, at 512-245-1843 or at gh14@txstate.edu for a summary of library resources in your subject area or for a complete Library Collection Assessment. For more information on assessments, see <http://www.library.txstate.edu/about/departments/acq/colldev/assessments.html>.]

7. Physical resources – Provide a description of physical facilities and equipment to support this initiative. Describe how the proposed new program or method of delivery will impact existing program and services. Describe what resources, if any, will be needed from Instructional Technology and/or other areas.

Provide a description of physical facilities and equipment to support this initiative. Instructional Technologies Support at Texas State University-San Marcos has state-of-the-art communication tools, media technologies, video production facilities, and computer labs. ITS has been integral to distance learning efforts since 2002. Its resources are available to faculty, staff, and students. The technology assets include video conferencing, field and studio video production, video and audio editing, digitizing and compression technology, photography, graphic production, and distance media development. ITS supports a learning management system called TRACS that enables the delivery of distance learning. Students have access to a variety of tools including learning modules, course calendar, and communication tools via TRACS. Texas State provides access to a full range of World Wide Web services for individuals and organizations, which are

accessed through the Internet or modem dial-up 24 hours a day from anywhere in the world. Services include electronic mail, websites and other Internet utilities, online announcements, and calendar of events.

Example I

All physical facilities and equipment to support this initiative are already in existence. Over the past three years, through Prop II monies and income derived from currently offered distance learning courses, the department has assembled all the essential equipment and software for producing distance-learning courses. Anthropology faculty have ready access to digital video and digital cameras, flat-bed scanners, and screen-capture and graphics software. At this time, all faculty have Pentium-equipped computers operating at 800 MHz or better, and all have 17-inch monitors.

- b. Describe how the proposed new program or method of delivery will impact existing program and services.** This is program specific to the sponsoring department.

Example I

The proposed program will not impact the existing programs and services currently offered by the Department of Rehabilitation, Social Work and Addictions.

- d. Describe what resources, if any, will be needed from Instructional Technology and/or other areas.** This is program specific to the sponsoring department.

Example I

Existing classroom and computer lab facilities will be used to support this program. No additional resources are required. The ITDS department will work closely with the Center for Distributed Learning and Universities Center to ensure a sufficient availability of classrooms with video conference facilities.

Suggested Approach:

8. Financial support – Provide a business plan that includes the following: (i) a description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus); (ii) projected revenues and expenditures and cash flow; (iii) the amount of resources going to institutions or organizations for contractual or support services; and (iv) the operational, management, and physical resources available for the change. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers).

a. Provide a business plan that includes the following:

- (i) A description of financial resources to support the change, including a budget for the first year (a three-year budget is requested for a new branch campus);*
- (ii) Projected revenues and expenditures and cash flow;*
- (iii) The amount of resources going to institutions or organizations for contractual or support services; and*
- (iv) The operational, management, and physical resources available for the change.*

Example I

Only minimal financial support is required for this program. The only projected expenses include (1) on-site tutor expenses for BCIS 5100 and BCIS 5120 and (2) travel expenses for faculty from Denton to the Universities Center in Dallas. Should the program be offered at additional locations in the future, a cost/benefit analysis will be done to ensure the financial viability of the program's expansion.

Example II

UNT's provisional distance learning funding model would, based on the current fee structure and both in state and out of state students, generate a balance of income over costs for each of our internet courses.

The estimated cost/revenue figures for each course for Fall 03 is shown in Table III.

TABLE III

Fall 03 Revenue/Cost Projections

In-State Students

	RHAB 5300	RHAB 5811	RHAB 4900	RHAB 5900
Tuition Income	(30) \$12,420	(15) \$6,210	(5) \$2,070	(15) \$6,210
Subcontracted to SDSU	6,000	3,000	1,000	3,000
Instructor	6,000	3,000	1,070	3,000
Total Expenses	12,000	6,000	2,070	6,000
Balance	420	210	0	210

Example III

DRSWA is one of the leaders within the UNT in the amount of external funding it attracts. Based on the state formula funding model UNT receives \$10.00 for every \$1.00 of tuition generated by an in-state graduate student in Applied Health. For the year 2001-2002, this amounted to \$1,146,030 in undesignated funds received as shown in Table 1.

Table I
Generated Revenue
2001-2002

Semester	Semester Hours	Cost per Hour	Tuition	Applied Health Reimbursement
Fall 01	144	\$186	\$26,784	\$267,840
Spring 02	147	\$186	\$27,342	\$273,420
May 02	180	\$126	\$22,680	\$226,800
Summer I 02	93	\$126	\$11,718	\$117,180
Summer II 02	207	\$126	\$26,082	\$260,820
Revenue				\$1,146,030

Generated				
------------------	--	--	--	--

b. Provide contingency plans if required resources do not materialize. For consolidations/mergers, and for institutions currently on sanction with the Commission for financial reasons, provide a copy of the most recent audit (audits from all institutions involved in consolidations/mergers). Specific to program and department.

9. Evaluation and assessment – Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved. Please attach a list of the learning outcomes for the program and describe how the program evaluates whether students achieve them. Discuss how faculty will be evaluated.

a. Describe how the institution assesses overall institutional effectiveness as well as the means used to monitor and ensure the quality of the degree program(s), off-campus site(s), or other changes.

Example I

In distance courses, it is imperative to not only evaluate acquisition of skills and knowledge of the content, but students' attitudes about the content and delivery systems. This department demonstrates its overall commitment to quality and effectiveness through the implementation of formative and summative evaluations. To ensure that educational strategies are based on solid pedagogical constructs, the evaluation criteria will reflect intended learning outcomes, students' needs and goals, instructional strategies, and delivery technologies. The methodology will include both quantitative and qualitative assessment, and measurement will be conducted at the partnership level as well on a course-by-course basis.

Assessment of knowledge and skill competencies will involve many of the same instruments and grading systems found in the on-campus counterparts. Measurements such as criterion referenced tests and grading of written assignments are applicable to the distance arena. In addition to these traditional instruments, evaluation tools applicable only in the distance arena will be utilized. In the learner centered, active learning model, it is important that students demonstrate the ability to elaborate, personalize, and apply subject matter. In a traditional classroom environment, analysis of a classroom discourse is usually subjective in nature. On the other hand, the capability of electronic communication to be archived offers a powerful means for summative evaluation as professors may easily return to previous exchanges and analyze the quality and quantity of online dialogue.

- b. Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations.**

Example I

This program stresses a learner centered instructional approach. Consequently, while student achievement represents one important evaluation criteria, evaluation must be reciprocal if the program is to maintain course content and instructional strategies that are relevant to the student. Therefore, formal and informal avenues for student feedback will be implemented to measure:

Effectiveness of technology in supporting learning goals and activities
Clarity of course materials and instructions
Relevance of course content and assignments
Teaching effectiveness
Ways in which a course can be improved

Using the above criteria, formative and summative evaluations are used to "take the pulse" of the student's sentiment and perceptions. Informal qualitative evaluation methods, such as email and interview will be useful for formative evaluations. At all times open dialogue via email or telephone will be welcomed, enabling distance staff to respond to student needs. Summative evaluations will be predominately quantitative with opportunities for comment or elaboration within the instruments.

After completion of the program, external candidate evaluations will be obtained from the graduates' employer, a state vocational rehabilitation agency. This form of feedback will provide documentation of the employers' perceived instructional success of the program and the effectiveness of the employee as a rehabilitation counselor.

- c. For distance learning instruction or compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.** Program and Department specific.
 - d. Please attach a list of the learning outcomes for the program and describe how the program evaluates whether students achieve them.** Program and Department specific.
 - e. Discuss how faculty will be evaluated.** Program and Department specific.
10. **Marketing – Describe plans for marketing the program. Program and Department specific.**

Example I

At the heart of the distance education Rehabilitation Counseling master's program is an effort to widen the window of education opportunities for individuals who encounter barriers in accessing higher education, especially those who tend to be underrepresented among the ranks of employed Vocational Rehabilitation Counselors (VRCs). The targeted population encompasses individuals (1) who encounter physical or distance barriers to attending a traditional classroom setting or (2) who are employed State Agency VRCs who either do not have a master's degree and are seeking a graduate degree in Rehabilitation Counseling or have a master's degree in

related fields and are seeking accredited continuing education coursework to prepare for the appropriate certification.

A concentrated recruitment program that targets students with disabilities as well as individuals from traditionally underrepresented groups for enrollment in the rehabilitation counseling program will be implemented. Recommendation will be solicited from State Vocational Rehabilitation Agencies of individuals with disabilities who have expressed an interest in pursuing a career in rehabilitation counseling. Relationships with private community rehabilitation organizations will be initiated to disseminate information about the program as well as obtaining referrals of students.

11. Student Services – Describe student orientation to the program such as onsite meetings, and/or other methods that provide new students with information to increase the likelihood that they will be successful in the program. Describe any out of class communications such as an electronic list or learning community. Describe how student will be trained in the instructional technology used.

- a. Describe student orientation to the program such as onsite meetings, and/or other methods that provide new students with information to increase the likelihood that they will be successful in the program. Program and Department specific.**
- b. Describe any out of class communications such as an electronic list or learning community. Program and Department specific.**
- c. Describe how student will be trained in the instructional technology used. Program and Department specific.**

12. Appendices – Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc. Attach necessary supporting documentation in appendices. Please note that the Commission on Colleges reserves the right to make amendments to the above requirements for certain types of changes. Institutions initiating level changes must request and complete an “Application Form” in quadruplicate.

- a. Appendices may include items such as (1) vitae of key faculty, (2) selected letters of support, (3) copies of library and other cooperative agreements, etc. Attach necessary supporting documentation in appendices.**
- b. Please note that the Commission on Colleges reserves the right to make amendments to the above requirements for certain types of changes. Institutions initiating level changes must request and complete an “Application Form” in quadruplicate.**

**Texas Higher Education Coordinating Board
Certification Form for
ELECTRONICALLY DELIVERED AND OFF-CAMPUS EDUCATION PROGRAMS**

Based on the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- A degree or certificate program or course offered electronically or off campus is coherent and complete.
- The program or course provides for appropriate interaction between faculty and students and among students.
- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.
- Programs or courses offered electronically or off campus are offered on the campus of the institution where the programs or courses originate.
- Academic standards for all programs or courses offered electronically or off campus will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.
- Student learning in programs or courses delivered electronically or off campus should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.
- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.
- The program or course provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.
- The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

- The program or course provides faculty support services specifically related to teaching via an electronic system.
- The institution assures appropriate training for faculty who teach via the use of technology.
- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

- The institution ensures that appropriate learning resources are available to students.
- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.
- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.
- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of Texas State University-San Marcos, I assert that the preceding Coordinating Board criteria have been met for all courses and programs that will be delivered electronically and off campus face-to-face.

Department Chair/School Director

Date:

College Dean

Date:

Chief Academic Officer

Date:

Name: Dr. Gene Bourgeois

Title: Provost and Vice President for Academic Affairs