



**Texas Higher Education Coordinating Board
Texas Public General Academic and Health-Related Institutions**

Proposal for a New Bachelor's or Master's Degree Program

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/or (3) Bachelor's or Master's degree programs that do not meet the certification requirements set forth in [Texas Administrative Code \(TAC\), Title 19, Chapter 5, Subchapter C, Section 5.44 \(a\) \(3\)](#).

Institutions should notify the Division of Academic Quality and Workforce of its intent to plan a new engineering program with a letter submitted through the [Document Submission Portal](#) prior to submission of the *Proposal for a New Bachelor's or Master's Degree Program*. The letter should include the title, degree designation, CIP code of the program, the anticipated submission date of the proposal, and a brief description of the program. Address the letter to the Assistant Commissioner of the Academic Division of Academic Quality and Workforce.

In completing the proposal, the institution should refer to the document *Standards for Bachelor's and Master's Degree Programs*, which prescribes specific requirements for new degree programs.

This form requires the signatures of: (1) the Chief Executive Officer, certifying adequacy of funding for the new program, the notification of other Texas public institutions of higher education, and adherence to [Texas Education Code \(TEC\) Sections 61.822 through 61.823](#); (2) the Chief Financial Officer, certifying the accuracy of funding estimates for the new program; and (3) a member of the Board of Regents (or designee) certifying Board approval.

Contact: Division of Academic Quality and Workforce, 512-427-6200.

Administrative Information

1. Institution Name and Coordinating Board Accountability Group:
2. Proposed Program:
Show how the proposed program would appear on the institution's Program Inventory (e.g., Bachelor of Business Administration degree with a major in Accounting).
3. Proposed CIP Code:
List of CIP Codes may be accessed online at www.txhighereddata.org/Interactive/CIP/. Include justification if the proposed program name is not included in the Texas Classification of Instructional Programs.

4. Semester Credit Hours Required:

Bachelor's degree programs should not exceed 120 semester credit hours (SCH). If the number of SCH exceeds 120 for a bachelor's degree program, the institution must submit documentation explaining the compelling academic reason. Master's degree programs do not have semester credit hour restrictions; however, 30 to 36 SCH is common.

5. Location and Delivery of the Proposed Program:

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

6. Administrative Unit:

Identify where the proposed program would fit within the organizational structure of the institution (e.g., Department of Electrical Engineering within the College of Engineering).

7. Program Description:

Describe the proposed program.

8. Proposed Implementation Date:

Provide the date that students would enter the proposed program (MM/DD/YYYY).

9. Institutional and Departmental Contacts:

Provide contact information for the person(s) responsible for addressing any questions related to the proposal.

1. Name:

Title:

E-mail:

Phone:

2. Name:

Title:

E-mail:

Phone:

10. Notification to Area Institutions:

Provide a copy of the notification sent to area institutions.

The institution proposing the new bachelor's or master's degree program must notify all public institutions of higher education within 50 miles of the teaching site of their intention to offer the program at least 30 days prior to submitting their request to the Coordinating Board. If objections occur, the proposing institution must resolve those objections prior to submitting the request to the Coordinating Board. If the proposing institution cannot resolve the objection(s), and the institution wishes to submit the proposed program, the proposing institution may request the assistance of the Assistant Commissioner of Academic Quality and Workforce to mediate the objections and determine whether the proposing institution may submit the proposed program. No new program will be approved until all objections are resolved.

Proposed Bachelor's or Master's Degree Program Information

I. Need

A. Job Market Need

Demonstrating the need for additional graduates in the field is vital. Provide short- and long-term evidence of the need for graduates in the Texas and U.S. job markets. Cite the Bureau of Labor Statistics, Texas Workforce Commission, professional association data, and other documented data sources to create a supply/demand analysis. Institutions should be able to show how the number of new graduates produced both in Texas and nationally compares to the number of job openings that require a degree in the discipline now and in the future on both the state and national levels. The use of predictive modeling is encouraged. If the program is designed to address particular regional or state needs in addition to workforce demands, provide a detailed description.

B. Existing Programs

The information provided indicates knowledge of existing programs in Texas and of high-ranking programs nationally. This section provides an understanding of program duplication, capacity, and quality. Identify all existing degree programs in the state, include those specific to the region and major programs at peer institutions across the nation. Peer institutions have similar missions, programs, and research expenditures. Peer institutions include, but are not limited to, out-of-state peer groups identified in the Coordinating Board's Accountability System.

Identify the existing 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 or similar programs in Texas. Provide evidence that existing Texas programs are at or near capacity and describe how the existing programs are not meeting current workforce needs. Provide the job placement of existing Texas programs.

Include an assessment of capacity to accept additional students in existing Texas programs. One indicator of capacity is the faculty-to-student ratio in existing programs in the discipline. Another indicator is the number of students admitted to a program in comparison to the number of qualified applicants.

C. Student Demand

Provide short- and long-term evidence of student demand for the proposed program. Types of data commonly used to demonstrate this include increased enrollment in related and feeder programs at the institution, high enrollment in similar programs at other institutions, qualified applicants rejected at similar programs in the state, and student surveys (if used, include data collection and analysis methods). Surveying students currently enrolled in feeder programs provides limited data about actual student demand. Information that demonstrates student interest includes the development of a student interest group. Provide documentation that qualified applicants are leaving Texas for similar programs in other states.

D. Enrollment Projections

Enrollment projections are realistic and based on demonstrable student demand. Projections take into account student attrition, graduation rates, and part-time students. Attrition calculations should be based upon the average rates of related supporting graduate programs at the institution, if available.

Complete Table 1 to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the proposed program. Include summer enrollments, if relevant, in the same year as fall enrollments. Subtract students as necessary for projected graduations or attrition. Provide explanations of how headcounts, FTSE numbers, and attrition were determined. Define full-time and part-time status.

Table 1. Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Total New Students					
Attrition					
Cumulative Headcount					
FTSE					
Graduates					

E. Student Recruitment

Plans to recruit students are realistic and based on evidence of student demand and unmet need in similar programs in Texas. Indicate if the proposed program and its discipline are projected to have a special attraction for students of a particular population. Describe general recruitment efforts and admission requirements. Describe plans to recruit, retain, and graduate students from underrepresented groups to the proposed program.

II. Quality

A. Degree Requirements

Describe the similarities and differences between the proposed program and peer programs in Texas and nationally. Provide a justification if the program requires more than 120 semester credit hours for a bachelor's degree. Acceptable justifications may include program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

Complete Table 2 to show the degree requirements of the proposed program. Show semester credit hours (SCH) and clock hours (if applicable). Modify the table as needed. If necessary, replicate the table to show more than one option.

Table 2. Semester Credit Hour Requirements by Category

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum (<i>Bachelor's degree program only</i>)		
Required Courses		
Prescribed Electives		
Electives		
Other (<i>Specify, e.g., internships, clinical work</i>)	(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.

B. Curriculum

Describe the educational objectives of the proposed program. For the description of educational objectives, distinguish between aspects of the curriculum that are standard for the field and aspects that would be unique to the proposed program.

If the proposed program has a unique focus or niche, describe it in relationship to peer programs. Indicate how the niche or specialties of the proposed program are appropriate for the job market and student demand, and describe how they complement other peer programs in the state (or nation, if relevant).

Describe how the proposed program would achieve national prominence. Indicate if the proposed program is designed to have a particular regional focus.

Provide an explanation of required, prescribed, and elective courses and how they fulfill program requirements.

Describe policies for transfer of credit, course credit by examination, credit for professional experience, placing out of courses, and any accelerated advancement to degree. Provide a plan that would allow a student entering with relevant work experience to rapidly progress through the program or provide an explanation why this would not apply.

Identify any alternative learning strategies, such as competency-based education, that may increase efficiency in student progress in the curriculum. If no such policies are in place to improve student progression through a program, provide an explanation.

Complete Tables 3, 4, and 5 to list the required/core courses, prescribed elective courses, and elective courses of the proposed program and semester credit hours (SCH). Note with an asterisk (*) courses that would be added if the proposed program is approved. Modify the tables as needed. If applicable, replicate the tables for different tracks/options.

Table 3. Required/Core Courses

Prefix and Number	Required/Core Course Title	SCH

Table 4. Prescribed Elective Courses

Prefix and Number	Prescribed Elective Course Title	SCH

Table 5. Elective Courses

Prefix and Number	Required/Core Course Title	SCH

C. Strategic Plan and Marketable Skills

Describe how the proposed program fits into the institution's overall strategic plan, and provide the web link to the institution's strategic plan.

Describe how the proposed program will align with the state's *60x30TX plan*, and address the goals related to completion, marketable skills, and student debt. Specifically identify the marketable skills the students will attain through the proposed program. Explain how students will be informed of the marketable skills included in the proposed program.

Explain how the proposed program builds on and expands the institution's existing recognized strengths.

D. Faculty

The proposed program shall have a sufficient number of core and support faculty to teach the scope of the discipline, consistent with similar programs in the state and nation. At least 50 percent of the faculty full-time equivalent (FTE) supporting a bachelor's or master's program must be Core Faculty.

Complete Table 5 to provide information about Core Faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the proposed program. Core Faculty are full-time tenured and tenure-track faculty who would teach 50 percent or more in the proposed program or other individuals integral to the proposed program. Modify the table as needed.

Table 5. Core Faculty

Name and Rank of Core Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned to Program
<i>e.g.: Robertson, David Assoc. Prof</i>	<i>PhD. in Molecular Genetics Univ. of Wisconsin-Madison</i>	<i>MG200, MG285 MG824 (Lab Only)</i>	<i>50%</i>
Projected New Core Faculty in Year ___			
Projected New Core Faculty in Year ___			

Complete Table 6 to provide information about Support Faculty. Support Faculty are other tenured or tenure-track faculty from related disciplines, adjunct faculty, and graduate teaching assistant or assistant instructor who meets SACSCOC minimum requirements and serves as the instructor of record for a course. Modify the table as needed.

Table 6. Support Faculty

Name and Rank of Support Faculty	Highest Degree and Awarding Institution	Courses Assigned in Program or Other Support Activity	% Time Assigned to Program
<i>e.g.: Robertson, David Assoc. Prof</i>	<i>PhD. in Molecular Genetics Univ. of Wisconsin-Madison</i>	<i>MG200, MG285 MG824 (Lab Only)</i>	<i>10%</i>
Projected New Support Faculty in Year ___			
Projected New Support Faculty in Year ___			

E. Library Resources

A printout of the library's relevant holdings or a list of the planned acquisitions is not necessary. A letter or other statement from the librarian describing the adequacy of existing resources is required (include in Required Appendices). Provide the library director's assessment of both paper and electronic library resources necessary for the proposed program. Describe plans to build the library holdings to support the proposed program. Include the amount allocated to the proposed program.

Describe how students will access library resources, including print, electronic, and in person. Describe how communication with the library and interaction with the library staff and librarians occur. Describe how resources are made available in a format that is accessible to remote students.

F. Facilities and Equipment

Describe the availability and adequacy of facilities and equipment to support the proposed program. Describe plans for new facilities and equipment, improvements, additions, and renovations.

Provide the amount of anticipated expenditures related to facilities and equipment, and include those amounts in the budget under "Costs and Revenues." Also, describe the status of all building project(s) related to the program and include the schedule for completion. For shared equipment and facilities, describe availability for the proposed program.

G. Accreditation

If the discipline has a national accrediting body, describe plans and timeline to obtain accreditation. For disciplines where licensure of graduates is necessary for employment, such as clinical psychology, plans for accreditation are required. If the program will not seek accreditation, provide a detailed rationale. If accreditation is not available but is projected to become so within the next five years, include that information. It is not necessary to provide copies of the accreditation criteria.

H. Evaluation

Describe how the proposed program would be evaluated. Describe any reviews that would be required by an accreditor, and show how the proposed program would be evaluated under [Board Rule 5.52](#).

Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcomes assessments, placement of graduates, changes of job market need/demand, ex-student/graduate surveys, or other procedures.

Describe how evaluations would be carried out. Describe how the results of evaluation would be used to improve distance delivery.

III. Costs and Funding

A. Five-Year Costs and Funding Sources Summary

Adding a new degree program will cost the institution some amount of money. Calculating the costs and identifying the funding sources associated with implementation of a new program requires several institutional offices to collaborate to present an accurate estimate.

Provide an overview of new and reallocated costs for the proposed program using the form *Costs to the Institution of the Proposed Program*. Faculty salaries include all faculty assigned to the proposed program. If an existing faculty member is reassigned to the program, the salary is reflected as a reallocated cost. New faculty salaries need to be competitive for the discipline, and figures include start-up costs in proportion to the new faculty member's allotted time in the proposed program. Faculty salaries do not include benefits or pensions. If the proposed program will hire new faculty, it is a new cost. Program administration includes all institutional costs associated with running the program, including amounts associated with the Dean's office, Institutional Research, and other administrative costs. Graduate Assistant costs are identified either as new or reallocated, as appropriate. Clerical/Staff include specific costs associated with the new program. This includes the additional staff needed to organize applications, prepare for the proposed program, and for general administration of the proposed program. If the enrollments in the proposed program are projected to be large, the associated costs related to clerical/staff may also be more. New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the proposed program. Other program costs identified in the proposal should be realistic.

Total funding for the proposed program should meet or exceed total costs by the end of the first five years. On the forms provided, include a description of sources for existing and anticipated external funding. Include explanatory footnotes as needed.

Because enrollments are uncertain and programs need institutional support during their start-up phase, institutions should demonstrate that they could provide:

- sufficient funds to support all the costs of the proposed program for the first two years (when no new formula funding will be generated); and
- half of the costs of the proposed program during years three through five from sources other than state funding.

Funding sources may include formula income, other state funding, tuition and fees, reallocation of existing resources, federal funding, and other funding (such as awarded grants). The total projected income of state funding, tuition and fees, and private funds will allow the proposed program to become self-sufficient within five years.

Consult with your institution's Institutional Research department when calculating the formula funding.

When estimating program funding for new programs, institutions take into account that students switching programs do not generate additional formula funds for the institution. For example, if a new program has ten students, but six of them switched

into the program from existing programs at the institution, only four of the students would generate additional formula funding.

The Other State Funding category could include special item funding appropriated by the Legislature, or other sources of funding from the state that do not include formula-generated funds (*e.g.*, HEAF, PUF).

Reallocation of Existing Resources includes the salary of faculty reassigned who may be partially or wholly reallocated to the new program. Explain how the current teaching obligations of those faculty are reallocated and include any faculty replacement costs as program costs in the budget. If substantial funds are reallocated, explain how existing undergraduate and graduate programs will be affected.

Federal Funding (In-hand only) refers to federal monies from grants or other sources currently in hand. Do not include federal funding sought but not secured. If anticipated federal funding is obtained, at that time it can be substituted for funds designated in other funding categories. Make note within the text of the proposal of any anticipated federal funding.

Tuition and Fees includes revenue generated by the institution from student tuition and fees.

Other Funding category may include auxiliary enterprises, special endowment income, or other extramural funding.

B. Signature Page

The signature page must be signed by the required institutional officials and board of regents.

V. Additional Distance Education Delivery Consideration

A. Adherence to *Principles of Good Practice*

Submit the *Certification Form* or provide a statement from the Chief Academic Officer certifying adherence to *Principles of Good Practice* as well as adherence to Coordinating Board distance education rules and policies.

B. Administrative Oversight and Structure

Identify the person/office directly responsible for the overall management of the proposed program. Identify other responsibilities of the person/office with primary responsibility and any modifications in responsibility made to accommodate the program. Describe the ways in which the delivery method will affect the proposed program.

For online programs:

1. How will exam proctoring and monitoring be managed and evaluated?
2. How will user authentication be validated?

3. How will the proposed program assure compliance with accessibility standards and regulations (institutional, state, and federal) for instructional delivery, course materials, and other components of the proposed program?

C. Collaborative Arrangements

Describe all collaborative arrangements with other institutions that will be participating in the delivery of the proposed program. Be certain to identify the:

1. Responsibilities of each institution.
2. Process for the credentialing of faculty at each participant site.
3. Institution awarding credit.

D. Program Differences

If the proposed program will be delivered both on-campus face-to-face at the main campus and at a distance, describe all differences between on-campus and distance delivery, including:

1. Student admission and advisement.
2. Exams.
3. Independent study.
4. Courses and sequencing.
5. Library access.

Discuss the accommodations available for students with special needs to assure accessibility to the course materials, activities, and support services related to the proposed program.

E. Student Interactions

Describe the student orientation process. Beyond the courses, how are students oriented to the services of the institution – library, student support, etc.

Describe how electronic and on-campus students would interact. How will interactions occur between distance education students?

Describe how instructor and students will interact throughout the program. Include interactions both in and out of the classroom setting. How is the sense of community developed?

Describe the advisement process throughout the proposed program.

VI. Required Appendices

A. Course Descriptions and Prescribed Sequence of Courses

B. Five-Year Faculty Recruitment Plan/Hiring Schedule

C. Institution's Policy on Faculty Teaching Load

If teaching load policy is set at the departmental level, include that information.

D. Itemized List of Capital Equipment Purchases During the Past Five Years¹

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost, which equals or exceeds the lesser of the capitalization level established by the governmental unit for financial statement purposes, or \$5,000.

E. Librarian's Statement of Adequate Resources

F. Articulation Agreements with Partner Institutions

Include copies of any agreements or Memoranda of Understanding related to the proposed program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the proposed program and student research/residency opportunities.

G. Curricula Vitae for Core Faculty

H. Curricula Vitae for Support Faculty

I. List of Specific Clinical or In-Service Sites to Support the Proposed Program

J. Letters of Support from Peer Institutions and/or Area Employers

Letters from regional and national companies who have made commitments to hire graduates from the proposed new program are particularly helpful. Also, include statements of support or commitments to shared research projects from other institutions in the state with similar programs.

¹ "Equipment" has the meaning established in the Texas Administrative Code §252.7(3) as items and components whose cost are over \$5,000 and have a useful life of at least one year.

Costs to the Institution of the Proposed Program

Complete the table to show the costs to the institution that are anticipated from the proposed program.

Cost Category	Cost Sub-Category	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTALS
Faculty Salaries ¹	New						
	Reallocated						
Program Administration	New						
	Reallocated						
Graduate Assistants	New						
	Reallocated						
Clerical/Staff	New						
	Reallocated						
Student Support (Scholarships)							
Supplies and Materials							
Library & Instructional Technology Resources ²							
Equipment ²							
Facilities							
Other (Identify)							
TOTALS							

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 Equipment has the meaning established in the Texas Administrative Code §252.7(3) as items and components whose cost are over \$5,000 and have a useful life of at least one year.

Anticipated Sources of Funding

Complete the table to show the amounts anticipated from various sources to cover new costs to the institution as a result of the proposed program. Use the Non-Formula Sources of Funding form to specify as completely as possible each non-general revenue source.

Funding Category	1st Year	2nd Year	3rd Year	4th Year	5th Year	TOTALS
I. Formula Funding¹						
II. Other State Funding						
III. Reallocation of Existing Resources						
IV. Federal Funding (In-hand only)						
V. Tuition and Fees						
VI. Other Funding²						
TOTALS						

¹ 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.

² Report other sources of funding here. In-hand grants, "likely" future grants, and special item funding can be included.

Non-Formula Sources of Funding

Complete the table to specify each of the non-formula funding sources for the amounts listed on the Anticipated Sources of Funding form.

Funding Category	Non-Formula Funding Sources
II. Other State Funding	#1
	#2
III. Reallocation of Existing Resources	#1
	#2
IV. Federal Funding (In-hand only)	#1
	#2
V. Tuition and Fees	#1
	#2
VI. Other Funding	#1
	#2

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 proposed program. Furthermore, the proposed 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 proposed 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 proposal.

I certify that my institution will adhere to Texas Education Code (TEC), Sections 61.822 through 61.823, requiring my institution to accept and apply to the proposed program Core Curriculum and Field of Study courses in transfer.

Chief Executive Officer

Date

- 2. Accuracy of Financial Estimates** – The Chief Financial Officer shall sign the following statement:

I certify that the estimated costs and sources of funding presented in the proposal are complete and accurate.

Chief Financial Officer

Date

- 3. 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 proposed program is appropriate for the mission of this institution and the Board of Regents has approved the proposed program.

Board of Regents (Designee)

Date