Guidelines for Institutions Submitting Proposals for New Doctoral Programs

Reminder: These guidelines are intended to further clarify the information needed for the Doctoral Program Request Form. All proposals must use the latest version of the submission form, which is available on the Workforce, Academic Affairs and Research Division web page: http://www.thecb.state.tx.us//NewDegreeProgram&CertificateRequests

Information: For additional help, please contact the Division of Workforce, Academic Affairs and Research at (512) 427-6200.

Program Information

I. Need

A. Job Market Need

Demonstrating the workforce need for additional graduates in the field is vital. Cite Bureau of Labor Statistics, Texas Workforce Commission, and professional association data where applicable to show a supply/demand analysis. Institutions should be able to show how the number of new graduates produced each year compares to the number of job openings that require a doctoral degree in the discipline on both the national and state levels.

B. Existing Programs

The response should indicate why the proposed program would not unnecessarily duplicate existing programs, including reasons such as the availability of similar programs, the capacity of existing programs, and/or the unique approach or emphasis of the proposed program. Determine whether there is capacity to accept additional students in existing programs. One indicator of capacity is the faculty-to-student ratio in existing programs in the discipline. Another possible indicator is the number of students admitted to a program vs. the number of qualified applicants. Institutions should identify all existing programs in the state and region plus major programs at peer institutions across the nation. (If there are over ten parallel programs in the nation, focus on the ten programs nearest to Texas.) Provide the number of graduates and enrollees from these programs in the last five years, and explain how the proposed program would not unnecessarily duplicate them.

C. Student Demand

The institution should research and document recent and reliable evidence of short- and long-term student interest. Types of data that may be used include increased enrollments in related programs at the institution, high enrollment in similar programs at other institutions, qualified applicants rejected at similar programs in the state or nation, and student surveys (if used, please include complete methodology). Plans for recruitment should be realistic, based upon evidence of student demand and unmet need in similar programs in Texas.

D. Student Recruitment

Indicate if your program and its discipline is projected to have a particular attraction for students of specific ethnicities, regions, genders, or nationalities.

E. Enrollment Projections

Projections should be realistic, based on documented student demand, and take into account student attrition and part-time students.

II. Academics

A. Accreditation

If doctoral-level accreditation is not available but is projected to become so within the next five years, please indicate.

B. Admissions Standards

Admissions standards should be appropriate for the discipline and the projected student demand. They should be set to ensure full enrollment and allow for the program to become nationally recognized.

C. Degree Requirements

Minimum credit hours should be comparable to peer programs. Note that state law (Texas Education Code 61.059 (I) Appropriations) prevents institutions from receiving formula funding for doctoral students who have taken more than 99 total semester credit hours. Programs that require between 99 and 130 credit hours will need to provide a justification.

D. Curriculum

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 of study. Determine if the niche or specialties of the program are appropriate for the job market and student demand and that they make the program complementary to other peer programs in the state (or nation, if relevant).

E. Candidacy/Dissertation

If there is no dissertation, describe the summative activities leading to the degree. If a master's degree would be offered to students who do not advance to doctoral candidacy, please describe that process. If the master's program would be new, please include a request for that master's program with the doctoral proposal.

F. Use of Distance Technologies

If an institution is offering more than 50 percent of its program via a distance education modality, that program will also have to be reviewed by the Learning Technology Advisory Committee and will require an additional distance education proposal form. It is expected that if an institution offers *any* portion of its program via a distance education modality that it will have sufficient technology resources to deliver doctoral-level education from a distance without sacrificing quality. The distance education options should be appropriate for the course content and built into the curriculum accordingly. Visit the Coordinating Board Distance Education website for details or contact the Workforce, Academic Affairs and Research staff.

G. Program Evaluation

The institution should be aware of the *18 Characteristics of Doctoral Programs* developed by the Graduate Education Advisory Committee, include the institution's designated website, and have a plan for using the characteristics for ongoing evaluation of the program and quality improvement.

III. Faculty

A. Faculty Availability

The core faculty members should already be employed by the institution. Proposed recruitment of such faculty shall not meet this criterion. The program should currently have at least four to five qualified core faculty members. Teacher/student ratios should be comparable to peer programs. Existing programs should not be significantly weakened if core faculty are to be reassigned to the new program.

B. Teaching Load

A two-two load for faculty supporting a doctoral program should be the target. The teaching load may vary according to discipline, but in any case it should be low enough to allow for the faculty to continue advanced research, supervise dissertations, and provide advising for the program's students. The teaching load of faculty should be comparable to peer programs and meet the institution's standards.

C. Faculty Productivity

The stated specialties of the faculty should align with the proposed course offerings. Scholarly activity should be determined by calculating the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member over the last five years. A minimum of two peer-reviewed publications per year is expected for research faculty, although this may vary according to the expectations of the discipline and the required professional activity of the faculty. Faculty supporting professional doctorates should be engaged in research, applied or otherwise, that has the potential to improve clinical practice and disseminating the results of that research in professional journals or other publications relevant to the field.

If applicable to the field, faculty should be securing external research funds. For each core faculty member, the institution should provide the total amount of external funding generated within the last three-to-five years (consistent with the methodology used for calculating scholarly activity). Grants earned at institutions or organizations other than the applying institution should not be counted, unless the grant money carries over with the faculty member to the applying institution.

IV. Resources

A. Student Financial Assistance

The institution should have a plan to financially support at least 50 percent of the full-time students enrolled in the program. Demonstrate that the level of financial support is comparable to or competitive with existing doctoral programs in the discipline. Give examples from other programs. Budget information should address amount of assistantships per student, tuition and fee arrangements, and benefits (if any). To be competitive, institutions should offer comprehensive financial assistance packages to recruit and retain high-quality doctoral students. Based on past recommendations from external consultants, staff recommend support through coursework and at least one year of dissertation writing.

NOTE: The CB staff recognize that some fields (such as some professional programs) do not typically support doctoral students. In addition, some programs have high numbers of part-time students who work full-time (e.g., Education or Public Affairs), and financial support for such students would not be expected.

B. Library Resources

A printout of the library's relevant holdings or a list of the planned acquisitions is *not* necessary.

C. Facilities and Equipment

Indicate the level of anticipated expenditures and include those amounts in your budget numbers under "Costs and Revenues." Also, describe the status of any building project related to the program with a cost over $5 million; if it has not yet been approved by the Coordinating Board, please give the schedule for its consideration. For shared equipment and facilities, describe availability to the proposed program.

D. Support Staff

Existing programs should not be significantly weakened if staff are to be reassigned to the new program.

E. Five-Year Costs and Funding Sources Summary

Please consult with your Institutional Research department when calculating the formula funding, and use the Program Funding Estimation Tool available on the Coordinating Board's website under Workforce, Academic Affairs and Research: http://www.thecb.state.tx.us/NewDegreeProgram&CertificateRequests. The tool will calculate the amount of funding the program will generate in the first five years (automatically excluding the funding from the first two years and including designated tuition and fees if the institution requires it). Provide the Coordinating Board a saved version of the completed database along with your application. Please refer to the instructions document at www.thecb.state.tx.us/CostStudies for information on how to use the Program Funding Estimation Tool and call the division of Workforce, Academic Affairs and Research at (512) 427-6200 if you need additional assistance.

On the worksheets provided, include a description of sources for existing and anticipated external funding. Note that total funding must meet or exceed total costs by the end of the first five years. You may include footnotes for costs as well as funding.

New staff or purchases of new equipment should be adequate to support the stated goals and enrollments for the program. New faculty salaries are competitive for the discipline. Other program costs identified in the proposal should be realistic.

Revenue sources may include State funds, tuition and fees, and new streams (such as awarded grants) and/or the redistribution of current revenue streams. The total projected income of State funding, tuition and fees, and private funds will allow the program to become self-sufficient within five years.

ANTICIPATED SOURCES OF FUNDING: EXPLANATORY NOTES AND EXAMPLES

I. Internal Funding

A. Because enrollments are uncertain and programs need institutional support during their start-up phase, it is the Coordinating Board's policy to require institutions to demonstrate that they can provide:

1. 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
2. half of the costs of the new program during years three through five from sources other than state funding.

B. When estimating new program funding, institutions should take into account the fact that students switching programs do not generate additional State funds to the institution. For example, if a new doctoral program has ten students, but six of them switched into the program from existing master's programs at the institution, only four of the doctoral students will generate new State income to help defray the costs of the program.

II. Other State Funding

This 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, etc.).

III. Reallocation of Existing Resources:

If faculty in existing positions are to be partially or wholly reallocated to the new program, you should explain in the text of your proposal how the institution will fulfill the current teaching obligations of those faculty and include any faculty replacement costs as program costs in the budget.

IV. Federal Funding

Only federal monies from grants or other sources currently in hand may be included. 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.

V. Other Funding

This category could include auxiliary enterprises, special endowment income, or other extramural funding.

V. Institutional Readiness

A. Strategic Plan

Note how the program's role in the strategic plan contributes to Closing the Gaps goals and/or the institution's efforts to move toward tier-one status. Is the program building upon and expanding the institution's existing nationally recognized strengths?

B. Related and Supporting Programs

For new doctoral programs approved during the last five years, check the annual progress reports to see if they are meeting benchmarks. Provide information on the productivity, graduation rates, and placement rates of existing programs related to the proposed doctoral program. Information on the types and locations of jobs held by recent graduates of the supporting programs is helpful.

C. Existing Doctoral Programs

Using the 18 Characteristics and PREP (found on the Coordinating Board's website) as a resource, confirm whether existing doctoral programs at the institution have sufficient enrollments to sustain themselves. Examine the graduation and placement rates (where available) of existing programs. Describe interdisciplinary relationships of the proposed program with existing programs. Also check to see if any of the institution's doctoral programs are on the low-producing programs list. For programs approved during the last five years, check their annual progress reports to see if they are meeting benchmarks.

VI. Required Appendices

A. Course Descriptions and Prescribed Sequence of Courses, if Applicable

B. Curricula Vitae for Core Faculty

Please submit the following two charts:

1. One that shows the sum of all refereed publications (by type of publication) and patents (if applicable) by core faculty member for the most recent five years.
2. One that lists all the external grants by core faculty member for the most recent five years that includes source of grant, amount of grant, and year(s) of the grant. If the grant is shared between institutions, indicate only the amount that belongs to your institution.

Sample Charts (the format can vary, so long as the information is conveyed in an accessible way):

1. Faculty Publications and other scholarly/creative accomplishments, most recent five years

Name	Refereed Papers	Book Chapters	Books	Juried Creative/ Performance	Patents
Mencimer, Jennifer	12	3	2	0	5
Walker, Guy	22	8	0	0	1

2. External Grants, most recent five years

Name	Grant Source	Grant Subject	Dates	Total Amount	Amount Owned
Mencimer, Jennifer	National Science Foundation	Extragalactic Astronomy	2006-10	5,000,000	2,500,000
Walker, Guy	Fund for Astrophysical Research	Develop Astronomical Equipment	2007-08	400,000	400,000

C. Curricula Vitae for Support Faculty
Use the chart formats described in B, above.

D. Five-Year Faculty Recruitment Plan/Hiring Schedule

E. Institution's Policy on Faculty Teaching Load
If teaching load policy is set at the departmental level, please include that information.

F. Itemized List of Capital Equipment Purchases During the Past Five Years
"Equipment" has the meaning established in the Texas Administrative Code as items and components whose cost are over $5,000 and have a useful life of at least one year. (See Texas Administrative Code §252.7(3).)

G. Librarian's Statement of Adequate Resources

H. Articulation Agreements (if relevant) with Partner Institutions
Include copies of any agreements or Memoranda of Understanding related to the program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the program and student research/residency opportunities.

VII. Recommended Appendices (as applicable)

A. List of Specific Clinical or In-Service Sites to Support the Program
The list should include the name of the facility, the city and county of location, a brief description of the facility and its services, and an estimated number of student placements (if available).

B. Letters of Support
Letters from regional companies who have made commitments to hire doctoral graduates from the new program are particularly helpful.