Texas Higher Education Coordinating Board
Texas Public Universities and Health-Related Institutions

Guidelines for Institutions Submitting Proposals for New Doctoral Programs

These guidelines are intended to provide additional information and instruction to institutional officials completing the Proposal for a New Doctoral Program. All proposals must use the most recent version of the submission form, which is available on the Academic Quality and Workforce Division web page: http://www.thecb.state.tx.us/NewDegreeProgram&CertificateRequests.

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

Program Information

I. Need

A. Job Market Need

Demonstrating the need for additional graduates in the field is vital. Cite 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 doctoral degree in the discipline now and in the future on both the national and state levels. The use of predictive modeling is encouraged.

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, doctoral-research/scholarship 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. This section addresses how 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. 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

Types of data that demonstrate student demand may 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, include complete methodology). 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.

D. 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. Be specific about efforts to recruit students from underrepresented groups.

E. Enrollment Projections

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.

II. Academics

A. Accreditation

Provide the plan to seek accreditation, if it is available. If doctoral-level 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.

B. Admissions Standards

Admissions standards are set to admit the most qualified students through a rigorous and competitive process. Standards are appropriate for the discipline. Standards are set to ensure full enrollment, as projected in the proposal, and will allow the program to become nationally recognized. Provide specific information about minimum grade point averages, standardized test score, and TOEFL iBT score requirements.

C. Program Degree Requirements

Minimum semester credit hours should be comparable to peer programs. Texas Education Code 61.059 (l) limits institutions from receiving formula funding for doctoral students who have taken more than 99 total semester credit hours. Provide a justification if the program requires more than 60 semester credit hours beyond the master's degree or 90 hours beyond the baccalaureate. Acceptable justifications may include licensure or accreditation requirements.

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. Indicate how the niche or specialties of the program are appropriate for the job market and student demand and how they complement other peer programs in the state (or nation, if relevant). Indicate if the program is designed to have a particular regional focus.

E. Candidacy/Dissertation

If there is no dissertation required, 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, describe that process. If the master's program is also to be added, include a request for the master's program concurrently 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, the proposal will also be reviewed by the Learning Technology Advisory Committee and will require an additional distance education proposal form: Distance Education Degree Doctoral 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. Provide documentation that the distance education options are appropriate for the course content and built into the curriculum accordingly.

G. Program Evaluation

The institution's *Characteristics of Doctoral Programs* are current. The institution has a plan for using the characteristics for ongoing evaluation of the proposed program and quality improvement. Include the link to the institution's designated website for existing doctoral programs.

H. Strategic Plan

Describe how the proposed program aligns with state's strategic goals of the *60x30TX* plan, specifically addressing the goals related to completion, marketable skills, and student debt. Include a link to the institution's current mission statement, as approved by their Board of Regents.

I. Related and Supporting Programs

Provide data on existing bachelor's and master's programs that would support the proposed program, including applications, admissions, enrollments, numbers of graduates, and graduation rates.

J. Existing Doctoral Programs

The addition of a new doctoral program should build upon the success of the institution's current doctoral programs. Proposals for new doctoral programs will be considered in context to the success of an institution's existing doctoral programs. Provide the most recent five years of data on enrollments and numbers of graduates for existing doctoral programs. Describe all 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. If any existing doctoral programs are low-producing, list them and provide an explanation for the low productivity and plans for addressing the issue. For new doctoral programs approved during the last five years, check the Annual Progress Reports to determine if the program(s) are meeting institutional projections. Address how the proposed program would meet the proposed projections.

K. Recent Graduates Employment

For existing doctoral programs, provide an overview of graduate employment by listing the overall number and percentage of graduates employed within one year of graduation. Also provide information on the specific jobs held by recent graduates of the programs, such as job titles, fields of employment, and the location and names of their employers.

III. Faculty

A. Faculty Availability

The core faculty members should already be employed by the institution. The program should currently have at least four qualified core faculty members. Teacher to 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. The addition of the newly proposed program should not negatively affect the existing programs in related areas.

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. Core Faculty Productivity

The stated specialties of the faculty should align with the proposed course offerings. Scholarly activity is 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 doctoral-level professional practice degrees should be engaged in research, applied or otherwise, that has the potential to improve clinical practice and appear in publications relevant to the field.

If applicable to the field, faculty should be securing external research funds. For each core faculty member, provide the total amount of external funding generated within the past 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

Provide a plan to provide financial support for at least 50 percent of the full-time students enrolled in the proposed program. Provide a description that demonstrates that the level of financial support will be comparable to or competitive with existing doctoral programs in the discipline. Provide examples of assistance for other similar programs. Budget information should address the amount of assistantships per student, tuition and fee arrangements, and benefits, if any. To be competitive, it is critical that institutions offer comprehensive financial assistance packages to recruit and retain high-quality doctoral students. Providing financial assistance for doctoral students engaged in coursework and dissertation writing is recommended.

NOTE: 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 and Public Affairs), and financial support for such students is expected.

B. 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 as Item E in Required Appendices).

C. Facilities and Equipment

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.

D. Support Staff

Provide confirmation that existing programs will not be significantly weakened if staff are to be reassigned to the proposed program.

E. External Learning

If the proposed program requires an Internship, Clerkship, Clinical Experience, or other external learning opportunity explain how and where this requirement would be met. Describe plans for developing and maintaining this aspect of the proposed program, and provide confirmation that the additional requirements would not negatively impact other programs at the institution. Show how the institution's plans to expand opportunities might affect the statewide availability of this type of external learning experience. If specific plans for external learning are already developed, list 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.

F. List of Potential Expert Reviewers

Develop a list of suitable expert reviewers for the proposed program who could provide a desk review and/or serve on a site visit team. Expert reviewers should have recognized expertise in the discipline and hold the rank of full professor or senior administrators at institutions with top-ranked programs. Potential expert reviewers should not have close ties to the institution that could generate a conflict of interest. Institutions are responsible for reimbursing the Coordinating Board for the travel expenses incurred by and fees paid to expert reviewers used for desk reviews and site visits that are part of the doctoral review process.

G. Five-Year Costs and Funding Sources Summary

Adding a new doctoral degree program will cost the institution some amount of money. Calculating the costs and identifying the funding sources associated with implementation of a new doctoral 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 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 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 either identified 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 program, and for general administration of the program. If the enrollments in the 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 program. Other program costs identified in the proposal should be realistic.

Total funding for the new program should meet or exceed total costs by the end of the first five years. On the worksheets 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 can 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 new 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 program to become self-sufficient within five years.

Consult with Institutional Research department when calculating the formula funding, and use the Program Funding Estimation Tool available on the Coordinating Board's website under Academic Quality and Workforce: http://www.thecb.state.tx.us/NewDegreeProgram&CertificateRequests. Refer to the instructions document at www.thecb.state.tx.us/CostStudies for information on how to use the Program Funding Estimation Tool.

When estimating new program funding, institutions take into account that students switching programs do not generate additional formulas funds for 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 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. Other Funding category may include auxiliary enterprises, special endowment income, or other extramural funding.

H. Signature Page
The appropriate signature page must selected and signed by the required institutional official and board of regents.

V. Required Appendices

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

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 Equipment Purchases During the Past Five Years
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 (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.

G. Curricula Vitae for Core Faculty

H. Curricula Vitae for Support Faculty

I. Letters of Support
Letters from regional and national companies who have made commitments to hire doctoral 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 doctoral programs.