



NEW PROGRAM SUBMISSION FORM INSTRUCTIONS

Semester and year course/program will take effect

Indicate anticipated start date for program (enrollment of first class or cohort).

New program title:

Tentative program title as it will appear in the program inventory.

TCU STEM Program:

Is program closely connected to study in the areas of science, technology, engineering and mathematics?

Proposed four-letter plan abbreviation:

Provide one or two proposed four-letter abbreviations for program

Proposed 6-digit CIP Code:

Please include proposed six-digit Classification of Instructional Programs (CIP) code

Description of program:

Describe the program as it will appear in the program catalog.

Strategic Plan

Provide a statement of the mission and objectives of the new program and describe how the proposed program fits into the institution's mission, vision, and overall strategic plan. Explain how the proposed program builds on and expands upon TCU's existing recognized strengths.

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 region, Texas and/or U.S. job markets. Supporting evidence can come from the Bureau of Labor Statistics, Texas Workforce Commission, professional association data, and other documented data sources to create a supply and demand analysis. Provide a detailed description of how the program is designed to address particular regional or state needs in addition to workforce demands, if applicable.

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 peer institutions, qualified applicants rejected at similar programs in the region or 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.

Student Recruitment

Plans to recruit students should be realistic and based on evidence of student demand and unmet need in similar programs in the US. Describe general recruitment efforts and admission requirements. Describe plans to recruit, retain, and graduate students from underrepresented groups to the proposed program.

Enrollment Projections

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

Provide summary information within the document and attach a table as Appendix material to show the estimated cumulative headcount enrollment for the first five years of the proposed program, including the gender and ethnic breakdown of the projected enrollment (White, African American, Hispanic, International, Other). Include summer enrollments, if relevant, in the same year as fall enrollments (Summer, Fall, and Spring). Subtract students as necessary for projected graduations or attrition. Provide explanations of how headcounts, projections for underrepresented students, and attrition were determined. Define full-time and part-time status.

Five-Year Costs and Funding Sources Summary

Provide an overview of new and reallocated costs for the proposed program. Refer to the *New Program Budget Form* to determine program costs over a five-year period and potential revenue. Include the *New Program Budget Form* in your submission of this form.

Adding a new degree program will result in some start-up cost to the university. Total funding for the proposed program should meet or exceed total costs by the end of the first five years. Sufficient justification should be provided to explain why continual university support of a new program is vital to the mission of the university if a program is not self-sustaining at the end of the first five years.

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 should include start-up costs in proportion to the new faculty member's allotted time in the proposed program. Faculty salaries should also include benefits. If the proposed program will hire new T/TT or NTT faculty (part-time or full-time), it is a new cost.

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.

Program staff and administration costs include all institutional costs associated with running the program, including amounts associated with the Dean's office, Chairperson's office, Institutional Research, and other administrative costs. Program 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.

Graduate student support costs (graduate assistantships, teaching assistantships, and research assistantships) are identified either as new or reallocated costs, as appropriate. Any reallocation of graduate student support should include an explanation of impact on the program(s) having their funds diverted and it should be understood that the funds will not be replaced. Any graduate student support requests for terminal degree programs should be at a competitive rate and include health insurance costs.

Funding sources are typically tuition and fees, endowments, federal funding, and other funding (such as awarded grants). The total projected income of tuition and fees, and private funds will allow the proposed program to become self-sufficient within five years.

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.

Program start-up costs may include the need for certain texts, subscriptions, and/or other library resources. A consultation with the dean of the TCU library, or their designee, is required. The signature of the library dean is required as confirmation that the consultation occurred and a section is included for the dean to provide any comments and/or recommendations.

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

Include amount of tuition discount or amount of tuition if a reduction in tuition is requested. Justification for tuition discount/reduction will need to be provided.

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

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.

Describe how the proposed program would achieve national prominence. This is particularly important for graduate-level and professional programs.

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.

DEI Essential Competency Components

The addition of DEI Essential Competency enriches TCU's Core Curriculum by encouraging faculty to create new courses or modify existing courses with learning objectives related to DEI. This overlay is designed to encourage our students to learn about, encounter and explore identities and communities that are new to them, and to engage critically with the dynamics of difference and power that shape their lives. Describe how DEI essential competency will be integrated into the curriculum of the new program and/or other specific measures that will be taken to insure inclusive excellence within the new program.

Candidacy and Dissertation/Thesis (if applicable)

If the proposed program requires a dissertation or thesis, describe the process for completion of the thesis or process leading to candidacy and completion of the dissertation. Describe policies related to dissertation hours, such as a requirement to enroll in a certain number of dissertation hours each semester. If there is no dissertation required, describe the summative activities leading to the degree. Indicate if a master's degree or other certification is awarded to students who leave the program after completing the coursework, but before the dissertation defense. Describe any other requirements for awarding a master's degree or other certification to students who leave the program after completing the coursework, but before the dissertation defense.

Delivery Modes, Use of Distance Technologies, and Delivery of Instruction

If more than 50 percent of a proposed program is via distance education modality, the proposed program must also be reviewed by the Koehler Center for Instruction, Innovation, and Engagement. It is expected that if a program includes a distance education component that it will have sufficient technology resources to deliver the component 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.

Describe the use of distance technologies in the program, including a description of interactions between

students and faculty, opportunities for students to access educational resources related to the program, exchanges with the academic community, and in-depth mentoring and evaluation of students.

Describe the various delivery modes that will be used to deliver coursework and any special arrangements for specific sites where students will meet. Describe equipment, software, and connectivity needs for delivery of this program both for students and for TCU.

Include a specific emphasis on the delivery mode(s) and include the following information:

- a. Describe the typical course and its delivery method.
- b. Describe the presence of text, graphics, video clips, graphical interactions, and self-tests, etc.
- c. Will courses be taught completely on-line or will they be hybrid? If a course or program will include face-to-face meetings, how will they occur?
- d. What platform will be used to deliver the electronic components of the program?
- e. How will sustained faculty-student and student-student interaction be facilitated?
- f. Describe how the program ensure that faculty are properly trained to offer quality distance/on-line education?
- g. What is the anticipated student-faculty ratio?

Administrative Oversight

Identify the position (i.e., program director, department chairperson, associate chair/dean, etc.) and/or office directly responsible for the overall management of the proposed program and program evaluation.

Faculty

The proposed program should currently have a sufficient number of full-time and support faculty to meet teaching, research, and service needs, as applicable, of students within the scope of the discipline, consistent with similar programs in the state and nation. Describe how the teaching, research and professional development needs of the students will be met with the current faculty and any impacts this will have on other programs within the College. If applicable, provide justification for the necessity of additional faculty hires within the first five years of the program (these costs should be indicated on New Program Budget Form). Attach a table to provide information about program Full-time and Support Faculty in the Appendix (sample table provided can be amended as appropriate). Full-time Faculty are tenured (T), tenured-track (TT), and full-time nontenured-track (NTT) faculty who teach 50 percent or more in the proposed program. Support faculty include adjunct faculty and faculty (T, TT, and/or NTT) faculty who will teach 49% or less in the proposed program. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the proposed program.

Program Faculty Productivity (Doctoral Programs Only)

Scholarly and creative activity is an important and vital component to the TCU teacher/scholar model. These activities can be evidenced by discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents. Faculty supporting doctoral-level professional practice and research degrees should be engaged in research and creative activities, applied or otherwise, that has the potential to improve clinical and research practice and appear in publications relevant to the field. Also, the productivity of faculty supporting doctoral-level students should be at levels appropriate for providing mentorship, training (clinical and/or research), and professional development opportunities necessary to ensure successful progression of students through the program of study in a timely manner.

Provide, as Appendix materials, a table or tables that contain information about faculty productivity, including the number of creative works, scholarly activities and external grant awards for the most recent five years of data by core faculty. This includes the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, major performances, creative endeavors and notices of discoveries filed/patents issued. Do not include posters or

similar presentations. A template has been provided but the format of the table may be revised as long as the information is conveyed clearly.

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.

Note: Permission should be acquired from the Provost & Vice Chancellor for Academic Affairs prior to entering any collaborative arrangement for the delivery of a new program.