Submitted by: Dan R. Jones, President
Texas A&M University-Commerce

Subject: Approval of the Doctor of Education (Ed.D.) in Educational Administration Degree Program to be Offered by Electronic Delivery, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

Proposed Board Action:

Approves the existing degree program at Texas A&M University-Commerce leading to the Doctor of Education (Ed.D.) to be offered by electronic delivery, authorizes the submission of this degree program to the Texas Higher Education Coordinating Board (THECB), and certifies that all applicable THECB criteria have been met.

Background Information:

A&M-Commerce has been for many years, and continues to be, a major supplier of public school teachers, counselors, principals, and superintendents for the state of Texas. The Doctor of Education (Ed.D.) degree in Educational Administration is designed for a K-12 public school administration emphasis. The department is dedicated to addressing the needs of its diverse student population through the offering of courses in modes that are mindful of time, geographic, and economic constraints placed on these students. This program continues in that spirit, and is an outgrowth of the mission of A&M-Commerce.

The Educational Administration Program will utilize an interactive online format that includes asynchronous and synchronous elements. Discussions, activities, presentations, small group work, and other course elements will address a variety of student learning styles. The existing Pearson e-College platform will be used to facilitate the doctoral-level courses. Educational Administration Program faculty members continually maintain and improve their technological skills.

Currently courses in the existing doctoral program include instruction at the Mesquite, Commerce, and Texarkana campuses, as well as selected online courses. We request that over 51% of the courses be allowed to be presented in an online format.

A&M System Funding or Other Financial Implications:

Several of the courses in the program already are offered online, and existing faculty members teaching face-to-face courses will transition other courses online. As enrollment grows in the program, two faculty members will be reassigned in years one and two, one existing faculty member will be reassigned and a new full-time faculty member will be hired in year three, and an additional full-time faculty member will be hired in year four. Additional support staff will be hired in year two. Total new costs, including reassignment costs, for five years is anticipated to be $640,000. Five year funding from tuition, fees and formula funding is $1,856,811.
Members, Board of Regents
The Texas A&M University System

Subject: Approval of the Doctor of Education (Ed.D.) in Educational Administration Degree Program to be Offered by Electronic Delivery, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

“The Board of Regents approves the establishment of a new degree program at Texas A&M University-Commerce leading to a Doctor of Education (Ed.D.) degree in Educational Administration to be offered by electronic delivery.

The Board also authorizes submission of Texas A&M University-Commerce’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met.”

Respectfully submitted,

Dan R. Jones, President

Approval Recommended: ________________________________

Approved for Legal Sufficiency: __________________________

______________________________
John Sharp
Chancellor

______________________________
Ray Bonilla
General Counsel

______________________________
Frank B. Ashley III
Vice Chancellor for Academic Affairs
Texas A&M University-Commerce
Request to Offer Existing Doctor of Education (Ed.D.)
with a major in Educational Administration (CIP 13.0401)
Electronic to Individuals

EXECUTIVE SUMMARY

Proposed Existing Doctoral Program (Electronic to Individuals)

Texas A&M University-Commerce requests permission to offer the existing Doctor of Education (Ed.D.)
with a major in Educational Administration via electronic delivery to individuals, and authorization to request
approval from the Texas Higher Education Coordinating Board.

Rationale

Doctorates in Educational Administration/Leadership are offered in Texas at 19 public senior universities.
There are none online in the state, but there are several online doctoral programs out-of-state. They include: 1)
Benedictine University in Lisle, Illinois, doctoral degree in Higher Education and Organizational Change,
College of Education and Health Services; 2) University of Memphis in Memphis, Tennessee, doctoral degree
in Higher & Adult Education, College of Education; 3) University of Nebraska-Lincoln in Lincoln, Nebraska,
doctoral degree in Educational Administration, College of Education; and 4) Northeastern University in
Boston, Massachusetts, doctoral degree in Higher Education Administration, College of Professional Studies.

Educational Administration continues as a thriving and very necessary field of study. Through the many
advances in technology, new degree program formats are providing the flexibility to meet the needs of today’s
university student who must balance family, work, and university coursework. Students in the Educational
Administration Program come from the vast North-central and Northeast Texas regions and access has
become a growing concern. Many current and potential students live and work in rural areas and often travel
significant distances for both work and university coursework (to Texas A&M-Commerce campus or to the
Metroplex Center). Area school leaders and prospective school leaders desire knowledge to increase their
expertise. To address these needs, and to ensure the continued ability to thrive in the evolving market, the
Educational Administration doctoral program at Texas A&M University-Commerce requests permission to
offer its doctoral program in an online format.

Cost Implications

Several of the courses in the program already are offered online, and existing faculty members teaching face-
to-face courses will transition other courses online. As enrollment grows in the program, two faculty
members will be reassigned in years one and two, one existing faculty member will be reassigned and a new
full-time faculty member will be hired in year three, and an additional full-time faculty member will be hired
in year four. Additional support staff will be hired in year two. Total new costs, including reassignment
costs, for five years is anticipated to be $640,000. Five year funding from tuition, fees and formula funding is
$1,856,811.

Effective Date

The effective date will be Spring 2012.
Texas Higher Education Coordinating Board
Distance Education Doctoral Degree Proposal

Directions: An institution shall use this form to propose a new doctoral degree program. In completing the form, the institution should refer to Texas Administrative Code (TAC) 5.46 relating to Criteria for New Doctoral Programs. This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval; and (3) if applicable, a member of the Board of regents or (designee), certifying that criteria have been met for Coordinating Board staff-level approval.

Note: If an institution does not have Preliminary Authority for the proposed doctoral program, it must first submit a separate request for Preliminary Authority. That request shall address criteria set in TAC Section 5.24 (b).

Information: Contact the Division of Academic Affairs and Research at 512/427-6200.

Administrative Information

1. Institution: Texas A&M University-Commerce

2. Program Name – Show how the program would appear on the Coordinating Board’s program inventory [e.g., Doctor of Philosophy (Ph.D.) in Electrical Engineering].

Doctor of Education (Ed.D.) in Educational Administration


4. Program Description – Describe the program and the educational objectives.

The Ed.D. program in Educational Administration at Texas A&M University-Commerce (A&M-Commerce) is sanctioned and in compliance with the “Standards for Ed.D. Programs in Educational Administration/Leadership” as approved by the Texas Higher Education Coordinating Board (THECB). The Doctor of Education degree in Educational Administration is designed for a K-12 public school administration emphasis. The department is dedicated to addressing the needs of its diverse student population through the offering of courses in modes that are mindful of time, geographic, and economic constraints placed on these students. This program continues in that spirit, and is an outgrowth of the mission of A&M-Commerce.

5. Administrative Unit – Identify where the program would fit within the organizational structure of the institution (e.g., The Department of Electrical Engineering within the College of Engineering).

Department of Educational Leadership within the College of Education & Human Services

6. Proposed Implementation Date – Report the first semester and year that students would enter the program.

Summer, 2011
7. **Contact Person** – Provide contact information for the person who can answer specific questions about the program.

   **Name:**   Dr. Madeline Justice/Dr. Randy McBroom  
   **Title:**  Department Head, Educational Leadership/Associate Provost  
   **E-mail:** Madeline_Justice@tamu-commerce.edu  
   **Phone:** (903)886-5582/(903)886-5021
Distance Doctoral Degree Submissions

The Coordinating Board has supported the delivery of doctoral programs through distance education when they meet the following standards:

- the program is of high quality,
- it is delivered in a way that preserves this high quality,
- the program meets a well-documented state need, and
- the program can be delivered at a reasonable cost.

An institution proposing a doctoral program for distance delivery must have approval to offer the program on its own campus. (If it does not, a substantive program proposal needs to be submitted.) The program must be in good standing with all appropriate review and accreditation organizations. It must have sufficient numbers of students in its on-campus program to permit its successful continuation. It must be submitted through the appropriate institutional and system administrative channels.

Format for Distance Doctoral Degree Program Request

For each of the following components, include the requested information as well as any differences between the on-campus program and the proposed distance education program.

I. Summary of the Request

A Degree program area

Educational Administration (CIP: 13.0401)

The Ed.D. program in Educational Administration at Texas A&M University-Commerce (A&M-Commerce) is sanctioned and in compliance with the "Standards for Ed.D. Programs in Educational Administration/Leadership" as approved by the Texas Higher Education Coordinating Board (THECB).

B Degree title designation (e.g., PhD, EdD, etc.)

Ed.D.

C Program delivery

- Will the program be delivered off campus, face to face, and/or electronic media?
- This information should reflect the ways in which the delivery method will impact the proposed program.

The Educational Administration Program will utilize an interactive online format that includes asynchronous and synchronous elements. Discussions, activities, presentations, small group work, and other course elements will address a variety of student learning styles. The platform e-College will be used to facilitate the doctoral-level courses. Educational Administration Program faculty members continually maintain and improve their technological skills.

Courses in the doctoral program include instruction at the Mesquite, Commerce, and Texarkana campuses, as well as selected online courses. We request that over 51% of the courses be allowed to be presented in an online format.
D Program site

- If the program will be delivered to a specific site, include that information.

We request that over 51% of the courses be allowed to be presented in an online format.

II. Reason for Request

A Program need

- Are there similar programs at Texas public and/or independent universities?

Doctorates in Educational Administration/Leadership are offered in Texas at 19 public senior universities. There are none online in the state, but there are several online doctoral programs out-of-state. They include: 1) Benedictine University in Lisle, Illinois, doctoral degree in Higher Education and Organizational Change, College of Education and Health Services; 2) University of Memphis in Memphis, Tennessee, doctoral degree in Higher & Adult Education, College of Education; 3) University of Nebraska-Lincoln in Lincoln, Nebraska, doctoral degree in Educational Administration, College of Education; and 4) Northeastern University in Boston, Massachusetts, doctoral degree in Higher Education Administration, College of Professional Studies.

B Program demand

- What is the job market need?

- What is the potential student interest?

Educational Administration continues as a thriving and very necessary field of study. Through the many advances in technology, new degree program formats are providing the flexibility to meet the needs of today's university student who must balance family, work, and university coursework. Students in the Educational Administration Program come from the vast North-central and Northeast Texas regions and access has become a growing concern. Many current and potential students live and work in rural areas and often travel significant distances for both work and university coursework (to Texas A&M-Commerce campus or to the Metroplex Center). Area school leaders and prospective school leaders desire knowledge to increase their expertise. To address these needs, and to ensure the continued ability to thrive in the evolving market, the Educational Administration doctoral program at Texas A&M University-Commerce requests permission to offer its doctoral program in an online format beginning Summer, 2011.

C Program’s role

- What is the program’s place in the institution’s mission?

A&M-Commerce has been for many years, and continues to be, a major supplier of public school teachers, counselors, principals, and superintendents. In the past five years the program has graduated 76 students in the doctoral program: 23 are principals/assistant principals, 10 are superintendents/assistant superintendents, and others are administrators or teacher leaders in the public schools (directors/coordinates of instruction or counseling). The Doctor of Education degree in Educational Administration is designed for a K-12 public school administration emphasis. The department is dedicated to addressing the needs of its diverse student population through the offering of courses in modes that are
mindful of time, geographic, and economic constraints placed on these students. This program continues in that spirit, and is an outgrowth of the mission of A&M-Commerce.

III. Program Description

A Program construction

- **Describe the program, including degree requirements and curriculum**

This is a proposal for online course offerings for the Doctor of Education degree in Educational Administration at Texas A&M University-Commerce. Texas A&M University-Commerce currently has THECB and SACS approval to offer this degree at the Commerce and the Metroplex Center in Mesquite sites and in collaboration with Texas A&M University-Texarkana. All degree requirements beyond the master's must be completed within ten calendar years from the date of admission to the doctoral program. No coursework beyond the master's degree that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree. When this occurs, the student must replace old coursework with additional courses.

This course sequence is constructed under the assumption that most students will select the 60 hour (plus dissertation) post-master's degree plan. Students are expected to take courses with their assigned cohort and no student may take courses ahead of his or her cohort without written permission from the Doctoral Program Coordinator.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 601</td>
<td>Foundations of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 671</td>
<td>Governance of Educational Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 639</td>
<td>Program Evaluation School Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 637</td>
<td>Advanced Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 641</td>
<td>Administration of Instructional Program</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 636</td>
<td>Economics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 647</td>
<td>Ethics &amp; Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 699</td>
<td>Resident Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 634</td>
<td>Dynamics of Change and Conflict Resolution</td>
<td>3</td>
</tr>
<tr>
<td>EDAD</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>EDAD</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>EDAD</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 695</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HIED 617</td>
<td>Statistical Procedures for Education &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN 613</td>
<td>Advanced Statistical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Out of Dept. Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Tools**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 695</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 698</td>
<td>Qualitative Research</td>
<td>3</td>
</tr>
<tr>
<td>HIED 617</td>
<td>Statistical Procedures for Education &amp; Research</td>
<td>3</td>
</tr>
<tr>
<td>COUN 613</td>
<td>Advanced Statistical Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>

**Dissertation Hours**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 718</td>
<td>Doctoral Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 718</td>
<td>Doctoral Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 718</td>
<td>Doctoral Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 718</td>
<td>Doctoral Dissertation</td>
<td>3</td>
</tr>
</tbody>
</table>
If superintendent certification is sought, the following courses are taken as EDAD electives.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 620</td>
<td>School District Instructional Leadership: Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 627</td>
<td>School District Organizational Leadership: Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 628</td>
<td>School District CEO Leadership: The Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 651</td>
<td>School District Organizational Leadership: Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 611</td>
<td>School District CEO Leadership: The Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

B Administrative oversight

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

  1) Description of the typical course and its delivery method.

The typical doctoral course will include online faculty member instruction (online, equipment; specifically Class Live Pro–online shared interactive whiteboard, live webcam video, and chat), Socratic questioning, group interaction, case studies, discussion, and web enhancement to provide students with opportunities to acquire advanced research tool skills, master subject area underpinnings, and produce research to help further the educational administration knowledge base.

Educational Administration Doctoral Program coursework includes preparation in foundations of educational administration, governance of educational organizations, advanced organizational behavior, research methods, administration of instructional programs, program evaluation for school leaders, ethics and philosophy, economics of education, and dynamics of change.

Students may choose to apply to take school superintendent certification courses while pursuing the doctoral degree. The Superintendent Certification Program contains coursework for candidates holding a master’s degree and standard principal certification. Candidates complete courses designed to meet national advanced leadership standards for visionary, ethical, political, collaborative, instructional, and organizational school district leadership. This certification program is designed to develop candidates who will meet the competencies assessed by the State Board of Educator Certification TExES examination for the Standard Superintendent Certificate.

The purpose of this proposal is to request that over 51% of the courses in the doctoral program be delivered in an online format.

2) Description of the presence of text, graphics, video clips, graphical interactions, self-tests, etc.

Each course utilizes foundational texts, seminal studies, and current literature. Video clips are employed as necessary to illustrate points, as are software packages for research tools courses. Faculty members generally use presentation and word-processing software, websites, and online and hard copy literature.

3) Will a course be taught completely on-line or will it be hybrid? If a course or program will include face-to-face meetings, how will they occur?

It is requested that all courses be approved to be offered fully online.
4) **What platform will be used to delivery the electronic components of the program?**

Texas A&M University-Commerce is committed to allocating the funds necessary to deliver quality instruction to distance learners. The university partners with Pearson eCollege to provide its learning management system. The learning management system has been in place for five years. The university contracts with Pearson eCollege to provide off-campus hosting and 24-hour assistance to faculty and students.

Additionally, all eCollege courseware and technical specifications ensure compliance with *Section 508 guidelines*. These specifications are used by the eCollege Web Development, System Development, Project Management, Course Development, Technical Support, Professional Services, and Quality Assurance divisions. In this way, all aspects of product research, development, testing, and support are rigorously maintained by eCollege Accessibility Design Standards.

5) **How will sustained faculty-student and student-student interaction be facilitated?**

Faculty will provide instruction online and answer questions and promote scholarly discussion in a fully interactive format including asynchronous and synchronous methods. Asynchronous activities and interactions will include, but will not be limited to, email communications, threaded discussions, wikis, blogs, voice threads, video and audio presentations through the use of Adobe Presenter or Camtasia, podcasts, text-based lectures provided through the eCollege learning management system with links to video and audio presentations, document sharing, and online assessment feedback provided through the use of screen capture tools such as Jing.

Synchronous activities and interactions will include, but will not be limited to using live chat, web conferencing (including live video and audio) using ClassLive Pro, Skype, or Adobe Connect. Synchronous activities may include small group forums, student presentations, and live or real-time assessment methodologies.

6) **What is the anticipated student-faculty ratio?**

The anticipated student-to-faculty class ratio is no more than 30 students to 1 faculty member.

C Administrative structure

1) **Identifying the person/office directly responsible for the overall management of the offering.**

2) **Identify other responsibilities of the person/office with primary responsibility and any modifications in responsibility made to accommodate the program.**

The Ed.D. in Educational Administration will be administered through the Educational Leadership Department in the College of Education and Human Services at Texas A&M University-Commerce. The Coordinator for the Doctoral Program in Educational Administration will serve as primary administrator and will be a member of the A&M-
Commerce faculty. The proposed doctoral studies coursework for this program reflects the current curriculum framework that is required of all Ed.D. students in Educational Administration. Curriculum revisions are reviewed by the appropriate Texas A&M University-Commerce faculty in the Education Leadership Department and submitted through the College, University, and Graduate School approval processes as necessary.

Student advisement is accomplished through the A&M-Commerce faculty. All A&M-Commerce doctoral committee chairs and committee members would be members of the graduate faculty at A&M-Commerce or through The Texas A&M University System.

IV. Relationship to Existing Authorized Doctoral Programs

A Relationship between proposed distance education program and any existing on-campus program

- What is the relationship between the proposed distance education program and any relevant existing face-to-face programs or other distance education programs?

This program already exists on the A&M-Commerce campus, the Metroplex Center, and in Texarkana. Current curriculum, faculty, and procedures will apply to on-line components of the program.

B Student interaction

- Will electronic and on-campus students interact and, if so, how?
- How will distance students’ interaction occur?

Opportunities for interaction between electronic (students in fully online courses) and on-campus students will be provided through the use of web 2.0 applications to include, but not limited to, Google Docs, Office Live Workspace, Skype, wikis, blogs, and Adobe Connect.

In online components, students will have opportunities to interact with other online students through the utilization of the discussion boards, ClassLive Pro, and messaging. Distance education students will be provided opportunities to interact with on-campus students through blogs, wikis, Skype, and Adobe Connect.
V. Expected Enrollment

A Anticipated head count

- *Estimate the anticipated headcount each year for five years.*

The current cohort membership is 18 - 22. The Texarkana partnership cohort currently numbers 12. Based on current enrollment patterns, as well as anticipated numbers from needs analysis, if the program goes over 51% online, we project the number of new students to grow from 12 in year one to 28 in year five. The table below shows the anticipated enrollment growth from the increase in online students.

**Projected Enrollment (Additional as a Result of Online Expansion)**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Cumulative Headcount</td>
<td>12</td>
<td>26</td>
<td>43</td>
<td>56</td>
<td>68</td>
</tr>
<tr>
<td>FTSE*</td>
<td>9</td>
<td>17</td>
<td>28</td>
<td>37</td>
<td>45</td>
</tr>
<tr>
<td>Attrition</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>12</td>
<td>15</td>
</tr>
</tbody>
</table>

* Full-Time Student Equivalent

B Impact on existing face-to-face program(s)

- *How will the proposed distance education program impact the face-to-face program?*

- *If the proposed program will result in overall enrollment growth, what are the plans for obtaining the non-faculty resources (clerical and administrative assistance, space, equipment, etc.) necessary to support this growth?*

If the online program grows substantially and the face-to-face program's enrollment declines so that it becomes unsustainable, a needs assessment will be done and the face-to-face program may be phased out.

Adequate support currently exists at A&M-Commerce for any anticipated increase in overall enrollment growth. As the program grows, enrollment will be monitored and additional faculty and staff will be employed.

C Student projections

- *How many students are needed to make it feasible to offer the program?*
• Explain any assumptions used in making the estimates

The current number of students and semesters credit hours is sufficient to support the program. As stated above, enrollment growth patterns and needs analysis of online courses leads to a projection of an increase of additional students primarily as a result of the program going over 51% online.

VI. Faculty Resources

A Faculty resources

1) List faculty members that will be involved in the program, indicating highest earned degree/institution and their anticipated contribution to the program. Specify course(s) each faculty member would teach and their current involvement with the program.

The faculty represents a diversity of academic preparation programs as well as professional expertise and research interests. Senior faculty members have established a scholarly agenda conducive to quality doctoral instruction and dissertation research supervision, and new faculty members are establishing their research agenda.

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>James A. Vornberg, Ph.D. Professor</td>
<td>University of Arizona</td>
<td>Research Methods, Proposal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development, Leadership</td>
</tr>
<tr>
<td>Wayne D. Bingham, Ed.D.</td>
<td>University of North Texas</td>
<td>Organizational Behavior and</td>
</tr>
<tr>
<td>Assistant Professor &amp; Doctoral</td>
<td></td>
<td>Theory, Finance, Human</td>
</tr>
<tr>
<td>Governance Committee Member</td>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td>Casey G. Brown, Ph.D.</td>
<td>University of Oklahoma</td>
<td>Qualitative Methods, Evaluation</td>
</tr>
<tr>
<td>Associate Professor &amp; Doctoral</td>
<td></td>
<td></td>
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<tr>
<td>Committee Chair</td>
<td></td>
<td></td>
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<tr>
<td>Chuck Holt, Ed.D. Assistant Professor</td>
<td>Lamar University</td>
<td>Economics, Organizational</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quality</td>
</tr>
<tr>
<td>Wade W. Fish, Ph.D. Assistant Professor &amp;</td>
<td>University of North Texas</td>
<td>Special Education, Quantitative</td>
</tr>
<tr>
<td>Doctoral Governance Committee Member</td>
<td></td>
<td>Methods</td>
</tr>
<tr>
<td>Maria Hinojosa, Ed.D. Assistant Professor</td>
<td>Texas A&amp;M-Corpus Christi/Kingsville</td>
<td>Principalship</td>
</tr>
<tr>
<td>Art Borgemenke, Ed.D. Assistant Professor</td>
<td>University of Texas – El Paso</td>
<td>Principalship</td>
</tr>
<tr>
<td>Jane MacDonald, Ph.D. Assistant Professor &amp;</td>
<td>Texas A&amp;M University</td>
<td>Governance, Policy, School</td>
</tr>
<tr>
<td>Doctoral Governance Committee Member</td>
<td></td>
<td>Improvement</td>
</tr>
<tr>
<td>Sam Roberson, Ed.D. Assistant Professor</td>
<td>Baylor University</td>
<td>Curriculum, Instruction</td>
</tr>
</tbody>
</table>
As the program moves to more than 51% online, faculty members currently teaching face-to-face courses will transition to teaching online courses. Program participant numbers will be monitored every semester, and if the program enrollment exceeds capacity, additional faculty will be needed. Additional faculty costs will be covered by tuition, fees, and formula funding.

3) **What training in delivering instruction via distance education do the faculty members currently have or what training will they be given?**

University procedures address the fact that development and delivery of quality instruction using technology requires a significant investment of time from faculty members. Faculty members are required to complete an introductory online training course titled “Introduction to Online Instruction” prior to developing and/or delivering an online course for the first time.

Training is provided by the Instructional Technology and Distance Education Instructional Design Unit regarding the use of the Pearson eCollege learning management system, Quality Matters course design standards, best practices for effective course development and online instruction, university procedures related to online learning, accessibility considerations, current web 2.0 applications, and legal issues. This training is provided in several modalities to include online courses, small group workshops, and faculty-led round table discussions in order to provide for the varied needs and experiences of individual faculty members. Also available to faculty is one-on-one assistance with the Coordinator for Instructional Design and eLearning Support Specialists, noting that faculty are viewed as content experts while the coordinator and eLearning Support Specialists are viewed respectively as the instructional design and technical experts who provide assistance in leveraging technology as an instructional tool.

4) **What support will be available for the start-up development of the courseware?**

Texas A&M University-Commerce provides orientation and training for faculty involved in distance education programs. University procedures for orientation and training for faculty involved in distance education programs were formally approved by the Deans Council in 1999.

University procedures address the fact that development and delivery of quality instruction using technology requires a significant investment of time from faculty members. Faculty members are required to complete the training program prior to delivering an online course for the first time. The procedures and training activities are summarized below.

Training for online instruction at Texas A&M University-Commerce consists of the following:

Face-to-face instruction regarding the use of eCollege and an overview of university procedures and legal issues associated with online instruction.
One-on-one assistance to faculty is available with the Coordinator for Instructional Design and the Instructional Designer. Faculty members are viewed as content experts while the coordinator and the instructional designer are viewed as the technical experts who provide assistance in leveraging technology as an instructional tool.

B) Describe equipment, software and connectivity needs for delivery of this program both for students and for the institution.

No additional space or facility needs are anticipated on the A&M-Commerce campus. The Instructional Design Unit supports the purpose of the Instructional Technology and Distance Education Department. They assist the teaching staff of Texas A&M University-Commerce in providing online instruction that is consistent with best practices on quality online teaching and learning. The resources are as follows:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondus</td>
<td>Respondus is a powerful tool for creating and managing exams that can be printed to paper or published directly to eCollege.</td>
<td>Importing exams from a word or text file into eCollege without having to type individual questions.</td>
</tr>
<tr>
<td>ClassLive Pro</td>
<td>ClassLive Pro is a toolbox available for online courses and includes shared interactive whiteboard, live webcam video, and chat, just to name a few.</td>
<td>Facilitating live (synchronous) class meetings, office hours, and class discussions.</td>
</tr>
<tr>
<td>Adobe Presenter</td>
<td>Adobe Presenter (Breeze) allows for audio integration into a PowerPoint presentation which can then be uploaded to a server for student access.</td>
<td>Enhancing your PowerPoint presentations with audio lecture. This provides your students with both the textual information on the slides as well as your explanation.</td>
</tr>
<tr>
<td>READI</td>
<td>READI-(SmarterMeasure) is a web-based tool which assesses a learner's likelihood for succeeding in an online learning program.</td>
<td>Understanding your students comfort levels with technology and their abilities in reading and typing on a computer.</td>
</tr>
<tr>
<td>TurnItIn</td>
<td>Allows educators to check students' work for improper citation or potential plagiarism by comparing it against continuously updated databases.</td>
<td>Determining what percentage of a students paper appears in previously published works by other authors.</td>
</tr>
<tr>
<td>Free Teaching Tools</td>
<td>Features several educational resources: Audacity®, MERLOT, The Sloan Consortium, Jing, Format Factory, and YouTube for Education.</td>
<td>Each tool offers different capabilities such as recording, editing, and uploading audio and video podcasts.</td>
</tr>
<tr>
<td>Office Live Workspace</td>
<td>Is a free environment for storing and sharing documents online, and includes up to 5 GB of online storage.</td>
<td>Work in collaboration with other authors without having to send updated editions of the work via email.</td>
</tr>
<tr>
<td>Quality Matters Rubric</td>
<td>A guide for effective course design and development and related training.</td>
<td>Determine if your course meets Quality Matters Standards.</td>
</tr>
<tr>
<td>eCollege Mini-Demos</td>
<td>eCollege On-Demand Video/Mini-Demos.</td>
<td>Mini refreshers on how to do different tasks within eCollege.</td>
</tr>
<tr>
<td>Course Syllabus Tool</td>
<td>A guide to assist you in the development of your syllabus. The tool is based on Quality Matters standards (QM), effective course design, and II 2504.</td>
<td>Instructions on each topic of the syllabus</td>
</tr>
</tbody>
</table>
How will students access library resources, including print, electronic, and human.

1) How will communication with the library and interaction with the library staff and librarians occur?

Library Services—distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered.

James G. Gee's Interlibrary Loan/Distance Education Librarian is the primary contact person for distance education students and faculty. The Librarian's duties include maintaining and monitoring the library's distance education web site, contacting each distance education student and faculty member at the beginning of every semester and working with students and faculty on individual needs. Additionally, there are three off campus library locations: Metroplex Center, Navarro College and Universities Center at Dallas.

2) Are resources available in a format that is accessible to remote students?

The Off Campus/Distance Ed link at the James G. Gee Library web site is located here: http://www.tamu-commerce.edu/libdist/

This site provides a detailed explanation of services and procedures, including accessing databases and document delivery. Explanatory material includes a link to the library's online catalog, a database help booklet, subject guide to Internet resources, and a guide to evaluating Web sites. The library provides access to over 180 electronic databases, of which 60 are full text (thereby providing access to approximately 12,800 journals). Document delivery requests for material not available electronically may be initiated through an e-mail link. Books are shipped from the library's collection, and articles are scanned and sent electronically. If the library does not own the item, Interlibrary Loan obtains the item from another library and sends it to the student. There is no charge to the student.

VII. Financial Support

What extra costs would be associated with distance delivery and how will they be financed?

A Anticipated costs
- Describe how the anticipated cost of training, course preparation, courseware acquisition and development and transmittal will be covered.

Moving to over 51% online will incur minimal costs or training and course preparation, and the University is already under contract for courseware and transmittal. The anticipated new costs include:

Year 1 – 1 FTE faculty reallocated ($60,000)
Year 2 – 1.5 FTE faculty reallocated ($90,000), .5 FTE clerical support ($20,000)
Year 3 – 1 FTE faculty reallocated ($60,000), 1 FTE faculty members, new ($70,000), .5 FTE clerical support ($20,000)
Year 4 - 2 FTE new faculty members, one from year 3, one new ($140,000), .5 FTE clerical support ($20,000)
Year 5 - 2 FTE new faculty members, continuing ($140,000), .5 FTE clerical support ($20,000)

Total 5 year new costs - $640,000

B Budget

- How will any gap between program income and cost be covered?

New program costs will be covered by tuition and fees, as well as formula funding, beginning year 3.

C Financial support

- Describe the financial support that will be available to full-time students in the distance program.

Departmental, College of Education and Human Services, and Graduate School scholarships are available each year. Students may pursue all available loans, grants, and other financial assistance.

VIII. Additional Distance Delivery Considerations

A Adherence to Principles of Good Practice

- Provide a statement from the Chief Academic Officer certifying adherence to Principles of Good Practice as well as Coordinating Board distance education rules and policies.

Texas A&M University-Commerce's Institutional Report ensures alignment with provisions provided in Subchapter H, with the standards adopted by accreditation agencies, and with the Principles of Good Practice for Electronically Offered Academic Degrees. This taskforce addressed administrative policies, as well as processes and procedures, to ensure student success. A synergistic model was used to address the total student experience including: marketing, admissions, registration, financial aid, library services, bookstore, career services, health, community of learners, and campus culture. Furthermore, policies related to course approval, faculty training, evaluation procedures, and intellectual property were
developed. This taskforce also recommended that all online courses should be hosted through a portal that provides an integrated interface for faculty and students and that 24/7 support should be provided to both faculty and students. As a result of this recommendation, a course management provider was selected that provides the 24/7 technical support. Student evaluations compiled for the last two years indicate a 4.74 satisfaction rate on a 5 point scale.

B Delivery modes

- *Describe the various delivery modes that will be used to deliver coursework and any special arrangements for specific sites where students will meet.*

The purpose of Texas A&M University-Commerce University Distance Education (DE) Procedure is to assure quality in its delivery with regard to instruction and process. Furthermore, it is to assure that the planning, development, and implementation of distance education activities are in accordance with the mission of the university. A&M-Commerce's main goal is to utilize distance education to provide quality instruction to traditional and nontraditional students through media such as video, audio, and print. Distance education is an unusual experience to most students. However, the university is committed to providing quality instruction, access to library resources, and all other learning resources provided to on-campus students.

A&M-Commerce currently offers over 300 courses each semester via electronically-based instruction. The university uses two technology-mediated delivery formats: two-way interactive video and web-based instruction. During the 2007-2008 academic year 14,843 students were enrolled in technology-mediated instruction.

C Collaborative arrangements

- *Describe any collaborative arrangements with other institutions that will be participating in the delivery of this program. Be certain to identify the:*
  
  1) *Responsibilities of each institution.*
  
  2) *Process for the credentialing of faculty at each participant site.*

All faculty members participating in the program will be approved graduate faculty at either A&M-Commerce, or A&M-Texarkana. Faculty members are reviewed annually by the Graduate Council and are approved as members of the graduate faculty. Faculty members are also subject to reviews by the academic department as to qualifications set forth by both the THECB and the Southern Association of Colleges and Schools.

  3) *Institution awarding credit.*

  Credit will be awarded by Texas A&M University-Commerce.
D Program differences

- Describe any difference between on-campus and distance delivery:

Standards, procedures, and processes for admission and advisement will be identical for on-campus and distance delivery.

1) Student admission and advisement.

Educational Administration Doctoral Program Student Admission

Admission to the Doctoral Program in Educational Administration is a three-step process. The process is competitive. In any given year, the department receives more applications from qualified students than can be accepted. Consequently, application materials should be carefully prepared so as to present the student in the most positive light.

Step 1. First, the prospective student must apply to and be accepted by the Texas A&M University-Commerce Graduate School. The general requirements for admission to the graduate school are found in the graduate catalog and on the graduate school's web site http://www.tamu-commerce.edu/gradschool/index.html. To be accepted into the graduate school, the prospective student must submit to the graduate school evidence that he or she has satisfactorily completed the following requirements:

- A baccalaureate degree from a regionally accredited institution or equivalent training from a foreign institution. The bachelor's degree must be substantially equivalent in content to degrees granted by Texas A&M-Commerce.

- An overall undergraduate grade point average of 2.75 or a 3.00 on the last 60 undergraduate hours or a 3.40 on the master's degree and work beyond the master's level.

- Official documentation of a satisfactory score on the combined verbal and quantitative portions (and analytical writing, if available) of the Graduate Record Examination. (This score does not have a minimum but is used by the admissions committee in conjunction with the other items to admit a student. Students should be aware that all of these items are used as screening factors, especially when having to make a choice between students who have applied in any given year.)

- A completed application for admission and application fee.

- Official transcripts of all undergraduate and graduate work.

- A portfolio that supports the prospective student's application as listed below in Step 2.
- Four reference forms, two of which must be completed by persons holding the doctoral degree. Reference forms may not be completed by educational administration faculty members at A&M-Commerce.

Any student with fewer than 24 semester credit hours of graduate level courses in Educational Administration may be required to enroll in leveling courses in order to gain competencies and knowledge most students gain at the masters level.

The graduate school will forward the prospective student’s application materials to the department only after the above requirements have been met; admission to the graduate school (in non-degree status) does not constitute admission to the department’s doctoral program.

Step 2. Students must prepare and forward to the Graduate school at A&M-Commerce a portfolio, which includes a cover letter, résumé, and selected artifacts. The admissions process includes further review of the prospective student’s credentials submitted to the graduate school through a portfolio review. The portfolio should reflect the prospective student’s superior leadership and scholarship ability and work and must include the following:

- A cover letter addressing the following three topics: (1) personal philosophy of education and philosophy of educational leadership, (2) reasons for wanting to enter doctoral studies in educational administration, and (3) short-term and long-term goals. The cover letter should be typed, single spaced, and limited to one page.

- Statement of goals

- A professional résumé providing information that establishes the prospective student’s qualifications for assuming leadership roles in educational organizations.

- Portfolio artifacts demonstrating the prospective student’s accomplishments and scholarly potential. These artifacts should be selected carefully in order to truly reflect the prospective student’s abilities and skills. The following items are suggestive of areas or materials the prospective student might select and submit for review in his or her portfolio: materials suggesting leadership and instructional roles, accolades, examples of scholarly work (very important), poetry, grants awarded, research papers, professional articles, public speeches, masters thesis, or other scholarly/professional work. The number of artifacts the prospective student presents should be limited to quality materials and fit into a one-half to one-inch loose leaf binder. This portfolio is a tangible representation of the prospective student’s ability to communicate ideas and information clearly, accurately, and professionally, so it is important that the prospective student considers selection of materials carefully.

- An interview and extemporaneous writing sample is required for students who successfully complete the first two steps of the admissions process. The writing sample will be reviewed for content depth, grammar, syntax,
and writing style.

The prospective student's portfolio and all other application materials should be received by the Graduate School on or before the announced deadline. Students missing this deadline will not be considered for the following cohort group. The Program Admissions Committee is composed of department members who are committed to the principle of equal educational opportunities consistent with the mission and policies of The Texas A&M University System, state, and federal law. At the conclusion of the process, a cohort of students will be selected.

For information and forms for the Graduate School, prospective students are asked to go to the following web address: http://web.tamu-commerce.edu/academics/graduateSchool/graduateAdmissions/doctoral/doctoralProgramAdmissionsDomesticStudents.aspx. These forms are used throughout the graduate study period to schedule exams and complete the dissertation. There is also a University Doctoral Student Handbook on the Graduate School's web page that contains detailed and important information for use by doctoral students in all departments.

Applications of students who have met the requirements of the Graduate School are forwarded to the Educational Administration division of the Department of Educational Leadership where the department head forwards the materials to the Educational Administration Doctoral Program coordinator. In order to be admitted into the doctoral program in educational administration, students are required to complete an interview with members of the Departmental Doctoral Admissions Review Committee and participate in a written exercise.

A department-approved form is used to assign standard points to the three-step departmental entrance criteria. If the sum of these points totals the accepted entrance requirement range, the committee suggests to the department head that the applicant be recommended to the Dean of the College of Education and Human Resources and the Graduate Office for admission.

The committee's recommendation must be approved by the department head and the Dean of the College of Education and Human Services. If these approvals are given, a decision regarding admission status to the degree program is made by the Dean for Graduate Studies and Research who will send written notice of admission status to the applicant. If admitted, the student will be notified about orientation and an initial advisor will be assigned. If admission is denied, the applicant will also be notified in writing.

2) Qualifying and other exams.

The Doctor of Educational Administration Comprehensive Examination is a milestone event in the academic program study leading to candidacy. Specifically, the comprehensive examination provides the doctoral student an opportunity to 1) demonstrate comprehensive understanding of the knowledge base; 2) provide an opportunity to chronicle the student's foundations as an academic as well as an educational leader; 3) demonstrate and characterize a grounded vision of leadership in the educational administration context for the future; and 4) provide candidates
an opportunity to provide academic insights and thought that reflects the work completed with their major advisor through the residency and other professional activities during the doctoral study.

The comprehensive examination is not intended to be an exercise in regurgitating all that a student has gained and learned throughout the program, but rather to ground the student in the academic discipline so that the student may construct new knowledge that will establish the student as a thoughtful yet inquisitive thinker and therefore be applied to productive practice for the future.

Each student will first take a written Comprehensive Examination followed by an oral examination.

3) **Independent study.**

There will be no difference in independent study between on-campus and distance delivery.

4) **Courses and sequencing.**

This is a cohort program; courses and sequencing are built into the program.

5) **Library access.**

Library Services—distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered.

James G. Gee's Interlibrary Loan/Distance Education Librarian is the primary contact person for distance education students and faculty. The Librarian's duties include maintaining and monitoring the library's distance education web site, contacting each distance education student and faculty member at the beginning of every semester and working with students and faculty on individual needs. Additionally, there are three off campus library locations: Metroplex Center, Navarro College and Universities Center at Dallas.

The Off Campus/Distance Ed link at the James G. Gee Library web site is located here: [http://www.tamu-commerce.edu/libdist/](http://www.tamu-commerce.edu/libdist/)

This site provides a detailed explanation of services and procedures, including accessing databases and document delivery. Explanatory material includes a link to the library's online catalog, a database help booklet, subject guide to Internet resources, and a guide to evaluating web sites. The library provides access to over 180 electronic databases, of which 60 are full text (thereby providing access to approximately 12,800 journals). Document delivery requests for material not available electronically may be initiated through an e-mail link. Books are shipped from the library's collection, and articles are scanned and sent electronically. If the library does not own the item, Interlibrary Loan obtains the item from another library and sends it to the student. There is no charge to the student.
6) Discuss the accommodations available for students with special needs to assure accessibility to the course materials, activities, and support services related to the program.

Student Considerations – The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

A&M-Commerce is committed to making courses and degrees accessible according to the standards set forth by the World Wide Web Consortium (W3C). To improve the accessibility of online materials, the university tests any major redesign with several screen readers and other Web tools. The results of these reviews are incorporated into the web site. Various tools for site validation are used to achieve the institution’s goal of achieving the highest level of accessibility attainable.

Faculty teaching online will address specific guidelines regarding learners with disabilities before delivering online courses. All off-campus classrooms where distance education courses are delivered are ADA compliant to accommodate student with disabilities.

Additionally, all eCollege courseware and technical specifications ensure compliance with Section 508 guidelines. eCollege is Texas A&M University-Commerce’s learning management system. Section 508 specifications are used by the Web Development, System Development, Project Management, Course Development, Technical Support, Professional Services and Quality Assurance divisions. In this way, all aspects of product research, development, testing and support are rigorously maintained by eCollege Accessibility Design Standards.

Students with a disability requiring an accommodation will contact:

Texas A&M University-Commerce Office of Student Disability Resources and Services
Gee Library Room 132
Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148
E-mail: StudentDisabilityServices@tamu-commerce.edu

E Student interactions

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

Students in the online program will go through a hybrid face-to-face and online orientation. For the face-to-face portion of the orientation, students will meet with faculty members at the campus in Commerce or at the Mesquite Metroplex Center. Upon admission to the program, students will be assigned a major adviser. This
assignment may be temporary and does not obligate students to keep this adviser throughout the program. Additionally, READI (now SmarterMeasure) will be used to assess student strengths related to successful completion of online courses. Normally, the assignment of advisers will occur at the Doctoral Student Orientation held by faculty members. The orientation will address the following topics:

- Introduction of Educational Administration Faculty
- Introduction of Current Doctoral Students
- Self-Introductions of New Cohort Members
- Overview of Doctoral Study
  - Initial Adviser; Selection of Advisory Committee Members
  - Cohort Courses; Superintendent Certification Option
  - Research Tools
  - Comprehensive Exams
  - IRB
  - Proposal and Defense
  - Library Services
  - Student Support Services
- Panel Discussion
- Meetings with Major Adviser
  - Contact Information
  - Initial Degree Plan Discussion (plan will be completed in June)
  - Questions and Concerns

2) 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? As a doctoral program, spell out how you can create a residency equivalent experience.

Faculty plan to interact with students (individually and in small and large groups) via discussion boards, synchronous sessions, face-to-face meetings, electronic mail, and Skype.

The initial adviser provides general information regarding the department and the doctoral program to the student as needed. The student schedules an appointment with his or her assigned initial adviser to develop the doctoral degree plan. The initial adviser discusses the student's career goals for the purpose of suggesting courses. The initial adviser also carefully reviews all graduate courses on the student's transcript and records those applicable on the Doctoral Degree Plan. The initial adviser completes Major and Electives (including research tools) sections of the degree plan with the student and then refers the student to the minor department where the minor section of the degree plan is completed. If the student's doctoral dissertation chair has already been selected, the above duties are completed by that chair instead of by the initial adviser.

The initial adviser and the student's doctoral advisory committee chair do not serve the same purpose and might not be the same faculty member. Once the student's doctoral advisory committee is established, the chair of this committee assumes the major advisory responsibility of the student's initial adviser and the initial adviser is no longer responsible for advising duties. Students are encouraged to establish their doctoral advisory committee chair as early as possible. When the student makes a decision on his or her doctoral dissertation chair, he or she should discuss this with
the initial adviser first. A form for changing an adviser or a committee chair is available from the department office, and should be initiated by either the doctoral student or the initial adviser. All changes in advisers must be approved by the EDAD Doctoral Program Coordinator.

3) Residency requirements.

The residency will consist of team-building that occurs on campus, at conferences, and in discussion boards online. Students can meet and build community as they interact on campus, at conferences, in chat rooms, in discussion boards, and via social networking. Opportunities to interact will be provided through the program.

The doctoral residency requirement is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth and professional development, and to promote regular interaction between the student and faculty members.

Additionally, students will be required to come to campus for a multiple day session for orientation, to discuss research competencies, and to participate in academic discourse. Further, students will be expected to attend state educational administration and school leader conferences to interact with professors, student colleagues, and educational leaders. Opportunities for scholarship will be built into the doctoral program coursework.

4) Describe the advisement process throughout the program.

Student advisement will be accomplished through the A&M-Commerce faculty online through email, ClassLive Pro, Free Teaching Tools, Skype, and eCollege. All of these programs allow for students to contact the professor and get a response in a timely manner.

5) Dissertation requirements and oversight. How do you deal with the mentoring during the dissertation process?

As per THECB guidelines, each doctoral student admitted to the doctoral program will be required to complete a substantial dissertation supervised by the faculty of A&M-Commerce. The final dissertation is published in the academic community and is a reflection of the University and its faculty. Hence, the student is expected to design and write a dissertation of high scholarly and academic quality. It is the responsibility of the dissertation committee and Graduate School to ensure the highest quality of research delivered through the dissertation. The same interactive tools noted above will be used for regular consultation and mentoring.

IX. Evaluation

A. Program quality

- How will your institution monitor the quality of the program and student learning outcomes?
Student learning outcomes have been developed for this program, and, as for all academic programs, the outcomes, as well as the use of these outcomes to modify, improve, or advise changes in the programs are reported annually in the A&M-Commerce WEAVE online assessment module. Learning outcome plans and results are reviewed by the department assessment committee, department head, the dean, and the provost, as well as the University Academic Assessment Committee.

The following learning outcomes are currently utilized by the Ed.D. in Educational Administration program.

1. Research Methodology
Students will: 1) understand the development of knowledge based on research procedures, 2) apply concepts and skills associated with the development of a literature review on a research area, 3) understand the use of quantitative, qualitative, and mixed design research procedures, characteristics of each type and their application and advantages, 4) apply the principles and procedures related to standardized measurement, 5) apply ethical guidelines in conducting research and for the protection of human subjects of research projects, 6) develop research questions based on previous research literature, define research problems and structure appropriate purposes for the research study associated with such a problem, 7) define the use of data collection methodology and develop a data collection instrument or protocol, 8) define and select an appropriate research design for various research problems including experimental, quasi-experimental, qualitative, non-experimental quantitative, historical and mixed method designs, 9) define and understand the concepts for analysis of data in descriptive and inferential statistics and designs, and 10) know and apply the accepted methods of writing a research proposal and final report of a research project.

2: Foundations of Educational Administration
Students will exhibit background knowledge in the area of Foundations of Educational Administration. Upon successful completion of this course, students will facilitate a comprehensive understanding of the social and cultural underpinnings of educational administration; promote competence with methods of social analysis as applied to educational administration; and master interpretive and analytic skills in order to critique educational theory and practice.

3: Governance of Educational Organizations
Students will create and/or refine their understanding of educational governance as evidenced by demonstrating an understanding of the structural, political, symbolic, and human frameworks of public education as they apply to governance and policy development.

4: Advanced Organizational Behavior
Students will exhibit background knowledge in the area of Advanced Organizational Behavior.

5: Student Scholarship
Students will present their research and/or submit their research for publication.

6: Oral Communication
Students will exhibit effective oral communication techniques as they orally report
via a research poster presentation session on a qualitative research project they conducted.

7: Written Communication
Students will exhibit effective written communication techniques as they report research findings via a research session poster.

Assessment Methods
Along with course assignments, the Educational Administration Doctoral Program faculty utilize the comprehensive examination, research methods proposal, presentations of research, and poster session presentations to assess student outcomes of mastery.
The comprehensive examination provides the doctorate student an opportunity to 1) demonstrate comprehensive understanding of the knowledge base; 2) provide an opportunity to chronicle the student’s foundations as an academic as well as an educational leader; 3) demonstrate and characterize a grounded vision of leadership in the educational administration context for the future; and 4) provide candidates an opportunity to provide academic insights and thought that reflects work completed.
Student teams develop a research proposal through the utilization of four research proposal forums throughout the semester. Each proposal forum is devoted toward developing particular research proposal sections. The sharing of feedback is expected to strengthen the outcome of students’ proposals as they are exposed to a variety of ideas and be provided with constructive criticism for improvement.
As doctoral students move from being solely consumers of research to being consumers and producers of research, we believe that it is necessary for them to present their findings with others and receive feedback on their processes. To that end, students will be encouraged to submit their work for presentation and/or publication.
Based upon a research study they conduct, students prepare a poster to present at a class poster presentation session. During the oral presentation students should maintain eye contact, project, be clear and enthusiastic, and exhibit an appropriate arrangement of ideas. The written poster should be thorough in all sections and exhibit graduate level writing ability and scholarship.

Program Enhancement
Faculty members discuss and examine course assignment results, comprehensive examination results, value of research methods proposals, number and quality of student research presentations, and characteristics of poster session presentations to assess student outcomes of mastery. Formal and informal presentations take place. Based upon student request, we wish to expand our on-line course offerings.

B Participant satisfaction

• How will student and faculty satisfaction be gauged?

Until the fall 2010 term, the Instructional Technology and Distance Education conducted end of term course evaluations. Beginning with the fall 2010 semester, students were directed to complete an end of term/course evaluation using a survey link provided on myLeo (the University student portal). Results of that survey were compiled by Technology Services and sent to the departments. This change of how
the surveying process was handled was under the direction of the Provost’s office as they met HB 2504 compliance issues.

Beginning spring 2011, a new online course evaluation instrument will be administered to all students enrolled in online courses, as well as faculty members teaching online courses. This evaluation instrument will address the ease of access, as well as issues covered in the THECB “Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.”

C Assessment procedures

- *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.*

A&M-Commerce has in place a five-year doctoral review process. Every five years each doctoral program goes through a thorough program review, including outside peer evaluation. A&M-Commerce will also be including the “18 characteristics” developed by the THECB in the program review. Program reviews include in-depth analysis of the topics listed above.

- *How would evaluations be carried out?*

The Program faculty engages in the five-year program review, as well as outside peer evaluators. Results of the program review are analyzed by the Dean of the College of Education and Human Services, the Graduate Dean, and the Provost.

D Use of assessment

- *How will the results of evaluation be used to improve distance delivery?*

Student learning outcomes from online courses will be compared to student learning outcomes from face-to-face and ITV courses, and the overall program outcomes will be compared. Any differences will be analyzed for possible improvement. Course evaluations will also be compared to monitor any differences that might occur. In addition, written/oral COMPS and residency completion will help us to monitor students in the online courses. We are currently using the outcomes listed below.

**Learning Outcomes**

- *Research Methodology*

Students will: 1) understand the development of knowledge based on research procedures, 2) apply concepts and skills associated with the development of a literature review on a research area, 3) understand the use of quantitative, qualitative, and mixed design research procedures, characteristics of each type and their application and advantages, 4) apply the principles and procedures related to standardized measurement, 5) apply ethical guidelines in conducting research and for the protection of human subjects of research projects, 6) develop research questions based on previous research literature, define research problems and
structure appropriate purposes for the research study associated with such a problem, 7) define the use of data collection methodology and develop a data collection instrument or protocol, 8) define and select an appropriate research design for various research problems including experimental, quasi-experimental, qualitative, non-experimental quantitative, historical and mixed method designs, 9) define and understand the concepts for analysis of data in descriptive and inferential statistics and designs, and 10) know and apply the accepted methods of writing a research proposal and final report of a research project.

- Foundations of Educational Administration

Students will exhibit background knowledge in the area of Foundations of Educational Administration. Upon successful completion of this course, students will: facilitate a comprehensive understanding of the social and cultural underpinnings of educational administration; promote competence with methods of social analysis as applied to educational administration; and master interpretive and analytic skills in order to critique educational theory and practice.

- Governance of Educational Organizations

Students will create and/or refine their understanding of educational governance as evidenced by demonstrating an understanding of the structural, political, symbolic, and human frameworks of public education as they apply to governance and policy development.

- Advanced Organizational Behavior

Students will exhibit background knowledge in the area of Advanced Organizational Behavior.

- Student Scholarship

Students will present their research and/or submit their research for publication.

- Oral Communication

Students will exhibit effective oral communication techniques as they orally report via a research poster presentation session on a qualitative research project they conducted.

- Written Communication

Students will exhibit effective written communication techniques as they report research findings via a research session poster.

**Assessment Methods**

Along with course assignments, the Educational Administration Doctoral Program faculty members utilize the comprehensive examination, research methods proposal, presentations of research, and poster session presentations to assess student outcomes of mastery.

The comprehensive examination provides the doctoral student an opportunity to 1) demonstrate comprehensive understanding of the knowledge base; 2) provide an opportunity to chronicle the student's foundations as an academic as well as an educational leader; 3) demonstrate and characterize a grounded vision of leadership in the educational administration context for the future; and 4) provide candidates an opportunity to provide academic insights and thought that reflects work completed.
Student teams develop a research proposal through the utilization of four research proposal forums throughout the semester. Each proposal forum is devoted toward developing particular research proposal sections. The sharing of feedback is expected to strengthen the outcome of students' proposals as they are exposed to a variety of ideas and be provided with constructive criticism for improvement.

As doctoral students move from being solely consumers of research to being consumers and producers of research, we believe that it is necessary for them to present their findings with others and receive feedback on their processes. To that end, students will be encouraged to submit their work for presentation and/or publication.

Based upon a research study they conduct, students prepare a poster to present at a class poster presentation session. During the oral presentation students should maintain eye contact, project, be clear and enthusiastic, and exhibit an appropriate arrangement of ideas. The written poster should be thorough in all sections and exhibit graduate level writing ability and scholarship.

**Program Enhancement**

Faculty members discuss and examine course assignment results, comprehensive examination results, value of research methods proposals, number and quality of student research presentations, and characteristics of poster session presentations to assess student outcomes of mastery. Formal and informal presentations take place.
ANTICIPATED SOURCES OF FUNDING: EXPLANATORY NOTES AND EXAMPLES

I. Formula Income

A. The first two years of any new program should not draw upon formula income to pay for the program.

B. For each of Years 3 through 5, enter the smaller of:
   1. the new formula income you estimate the program would generate, based on projected enrollments and formula funding rates; or
   2. half of the estimated program cost for that year.

C. 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 formula funding.

D. When estimating new formula income, institutions should take into account the fact that students switching programs do not generate additional formula funding to the institution. For example, if a new master's program has ten students, but five of them switched into the program from existing master's programs at the institution, only five of the students will generate new formula 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, previously budgeted 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.

A. Other Funding

This category could include Auxiliary Enterprises, special endowment income, or other extramural funding.
Signature Page

EMAIL FROM DR. KEN POENISCH AT THE TEXAS A&M SYSTEM OFFICE
### COSTS TO THE INSTITUTION OF THE PROGRAM/ADMINISTRATIVE CHANGE

*Note:* Use this chart to indicate the dollar costs to the institution that are anticipated from the change requested.

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Cost Sub-Category</th>
<th>Before Approval Year*</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>TOTALS</th>
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<tbody>
<tr>
<td>Faculty Salaries</td>
<td>(New)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(Reallocated)</td>
<td>60,000</td>
<td>90,000</td>
<td>60,000</td>
<td>140,000</td>
<td>140,000</td>
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<td>210,000</td>
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<tr>
<td>Program Administration</td>
<td>(New)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Reassignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>(New)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Staff</td>
<td>(New)</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td></td>
<td>80,000</td>
</tr>
<tr>
<td></td>
<td>(Reallocated)</td>
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<td></td>
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<td></td>
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<td>Supplies &amp; Materials</td>
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<td></td>
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<tr>
<td>Library &amp; IT Resources**</td>
<td></td>
<td></td>
<td></td>
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<td>Equipment</td>
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<tr>
<td>Facilities</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Identify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>60,000</td>
<td>110,000</td>
<td>150,000</td>
<td>160,000</td>
<td>160,000</td>
<td></td>
<td>640,000</td>
</tr>
</tbody>
</table>

* Include costs incurred for three years before the proposal is approved by the Board (e.g., new faculty, library resources, equipment, facilities remodeling, etc.).
**ANTICIPATED SOURCES OF FUNDING**

*Note: Use this chart to indicate the dollar amounts anticipated from various sources. Use the reverse side of this form to specify as completely as possible each non-formula funding source.*

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Formula Income*</td>
<td></td>
<td></td>
<td>256,571</td>
<td>256,571</td>
<td>601,517</td>
<td>1,114,659</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Other State Funding*</td>
<td>23,760</td>
<td>51,480</td>
<td>62,190</td>
<td>87,930</td>
<td>80,835</td>
<td>306,195</td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources*</td>
<td>13,274</td>
<td>6,794</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Federal Funding* (In-hand only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Other Funding*</td>
<td>22,966</td>
<td>51,726</td>
<td>88,926</td>
<td>120,385</td>
<td>151,955</td>
<td>435,958</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td>60,000</td>
<td>110,000</td>
<td>407,687</td>
<td>464,886</td>
<td>834,307</td>
<td>1,856,811</td>
</tr>
</tbody>
</table>

*For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples.*
**NON-FORMULA SOURCES OF FUNDING**

*Note: Use this form to specify as completely as possible each of the non-formula funding sources for the dollar amounts listed on the reverse side of this form.*

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>Non-Formula Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Other State Funding*</td>
<td>#1 Statutory Tuition</td>
</tr>
<tr>
<td></td>
<td>#2 Graduate Tuition Differential</td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources*</td>
<td>#1 Presentional commitment toward new faculty line</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
<tr>
<td>IV. Federal Funding*</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
<tr>
<td>V. Other Funding*</td>
<td>#1 Designated Tuition Funding</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
</tbody>
</table>
*For more information, please refer to the accompanying Anticipated Sources of Funding: Explanatory Notes and Examples.
Texas Higher Education Coordinating Board

Certification Form for Electronically Delivered and Off-Campus Education Programs
June 2010

Based on 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 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.
- Academic standards for all programs or courses offered electronically 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 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.
- Students shall be provided 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.
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 (institution), 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.

_____________________________   __________________________
Chief Academic Officer or President    Date

Name: Dr. Larry Lemanski

Title: Provost and Vice President of Academic Affairs

THECB 6/2010