THECB requires that UTA certify that its distance education programs are in compliance with the [Texas Higher Education Coordinating Board’s Principles of Good Practice](https://www.highered.texas.gov/institutional-resources-programs/public-universities-health-related-institutions/academic-program-development-modifications/distance-education-resources/distance-education-modifications-requests/)—a framework of guidelines and policy informed by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards, Council of Regional Accrediting Commissions (C-RAC) guidelines, Quality Matters (QM) rubrics, and Online Learning Consortium Quality Scorecard (SC).

Completion of this form is required for existing face-to-face academic programs requesting hybrid or online delivery. Proposals for new academic programs utilize a different form (see [UTA Proposal Form for New Academic Programs](https://resources.uta.edu/provost/academic-planning-policy/index.php)).

## GENERAL PROGRAM INFORMATION

1. Name of Program: Click or tap here to enter text.
2. Responsible College/School and Department: Click or tap here to enter text.
3. Program Coordinator
   1. Name: Click or tap here to enter text.
   2. Title: Click or tap here to enter text.
   3. Email: Click or tap here to enter text.
   4. Phone: Click or tap here to enter text.
4. Requested Delivery (check all that apply)

Online: 86% or more of instruction is offered online

Hybrid: 50%-85% of instruction is offered online

Unsure

Other (explain): Click or tap here to enter text.

1. Will the requested-delivery program replace or complement the current program?

Replace

Complement

If “Complement” is selected, explain how the requested delivery mode will complement and not negatively impact the viability of the existing program.

Click or tap here to enter text.

1. Will the program be developed and delivered in partnership with an OPM?

No

Yes, Indicate OPM: Click or tap here to enter text.

Unsure

1. Requested Start Date (Semester and Year): Click or tap here to enter text.

## EVIDENCE OF NEED/DEMAND

1. Evidence of Demonstrated Need for Hybrid or Online Delivery (brief description of evidence for each, as applicable)

Employment/job market: Click or tap here to enter text.

Student demand: Click or tap here to enter text.

Existing (peer) programs: Click or tap here to enter text.

Other: Click or tap here to enter text.

1. Describe how Hybrid or Online Delivery Provides Unique Advantage Relative to Existing/Peer Programs-both internal and external (check all that apply and offer brief description as applicable)

Academic content: Click or tap here to enter text.

Delivery mode: Click or tap here to enter text.

Pricing: Click or tap here to enter text.

Time-to-completion: Click or tap here to enter text.

Other: Click or tap here to enter text.

1. Target Student Population for Hybrid or Online Program

Started college, no degree

Displaced workers in need of upskill/reskill

Recent graduates

Specific educational/professional backgrounds

Specific demographics

Other: Click or tap here to enter text.

## CURRICULUM DEVELOPMENT

**Courses in the hybrid/online program are expected to reflect design standards for online courses and be reviewed periodically and revised as needed.**

1. List the program’s courses, recent enrollment, and the date of course development or most recent revision or review conducted in collaboration with UTA’s Center for Distance Education (or n/a if the course needs to be developed for online).

Table 1. Curriculum, Enrollment, Online Course Development/Review

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prefix and Number** | **Course Title** | **AY 20-21 Enrollment** | **AY 21-22 Enrollment** | **Date last developed/ revised/ reviewed with CDE (or n/a)** |
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1. Describe the program’s Curriculum Development Plan to support hybrid or online course delivery (course review, periodic refresh, online course rotation/scheduling, etc.). If the program has a professional accrediting body, explain how to the requested mode of delivery will be planned so as to not negatively impact program accreditation.

## FACULTY DEVELOPMENT

**Full-time faculty teaching online are expected to complete online pedagogy development. The Provost’s Office will support development for full-time and part-time faculty assigned to teach online.**

1. Indicate faculty who teach in the program and most recent relevant CRTLE, CDE, ACUE, EDUCAUSE, Online Learning Consortium, Quality Matters™ and other online pedagogy professional development experiences completed.

Table 3. Completed Faculty Development

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Member** | **Title of Development Course** | **Offering Organization: ACUE, EDUCAUSE, OLC, QM, CRTLE, CDE** | **Most Recent Date of Completion** |
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1. The Provost’s Office will support periodic professional development for faculty teaching online.

If the program plans to invest in additional professional development of faculty teaching online, please describe those plans (planned investments in workshops, trainings, courses, conferences with a focus on online pedagogy).

## STUDENT SUCCESS

**Students enrolled in hybrid and online programs must have access to the range of services appropriate to support their success and rights in the program.**

1. Describe program-specific support services or structures (including advising) available to students in the program and how these will be adjusted for hybrid and online students.
2. Indicate the retention (year 1 to year 2) and graduation (undergraduate 4-year; master’s 2-year; doctoral 4-year) rates for the program.

Table 4. Program Retention and Graduation Rates

|  |  |  |  |
| --- | --- | --- | --- |
| **Retention Rate** | | **Graduation Rate** | |
| **AY 19-20** | **AY 20-21** | **AY 19-20** | **AY 20-21** |
|  |  |  |  |

1. Indicate the DFWQ rate of the required courses in the program (for undergraduate programs do not include the gen ed/core curriculum courses).

Table 5. DFWQ Rate of Required Courses

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Online Sections**  **DFWQ Rate** | | **On-Campus Sections**  **DFWQ Rate** | |
| **Prefix and Number** | **Course Title** | **AY 19-20** | **AY 20-21** | **AY 19-20** | **AY 20-21** |
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1. Describe the program’s plan to support student success in hybrid or online modalities and successful completion overall (include planes for use of Civitas, advising, tutoring, coaching, library resources). If the program leads to professional certification or licensure, explain how to the requested mode of delivery will be planned so as to not negatively impact certification or licensure rates.

## TECHNOLOGY

**Ongoing and planned investments in teaching and learning technologies is required. Central funding is earmarked to support campus-based and online teaching and learning, including a classroom technology modernization project launched in January 2022.**

1. If technology investments beyond those currently available are needed, describe the need and the program’s Technology Plan to support hybrid or online program delivery.

## FINANCIALS

**Programs should prepare a multi-year budget to support the hybrid/online program including personnel, course development and review, professional development, technology needs, library resources, technology infrastructure.**

1. Work with college/school ARP to complete Table 6 and items immediately below; attach financial valuation workbook from college/school ARP.

Table 6. Five-Year Projected Enrollment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| **Total New Students** | **Click or tap here to enter text.** | **Click or tap here to enter text.** | **Click or tap here to enter text.** | **Click or tap here to enter text.** | **Click or tap here to enter text.** |
| Attrition | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Cumulative Headcount** | **Click or tap here to enter text.** | **Click or tap here to enter text.** | **Click or tap here to enter text.** | **Click or tap here to enter text.** | **Click or tap here to enter text.** |
| FTSE | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Graduates | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

Revenue and Full Cost of Program: Click or tap here to enter text.

Financial Break-Even Year: Click or tap here to enter text.

Profitable Year: Click or tap here to enter text.

1. Sunset Criteria and Plan

Indicate criteria that will be used to determine whether and when to sunset the program

**Submit this completed form with completed financial valuation model and the program’s two most recent UEPs to department chair and dean for review and approval before submitting to Provost’s Office—Academic Planning and Policy.**