

FACULTY SENATE

April 14, 2016

MEMORANDUM

TO: Michael K. Young, President
FROM: Bob Strawser, Speaker *Bob*
SUBJECT: Graduate Council (FS.33.302)

The Faculty Senate submits for your approval the item from the Graduate Council at its regular meeting on April 11, 2016. Attached is a copy of the material sent to our Senators.

Special Consideration Item

Texas A&M Health Science Center
Certificate in ~~Healthcare~~ Forensic *Healthcare*
New Graduate Program Proposal

FACULTY SENATE AGENDA ITEM REVIEW

This item has been reviewed by the Office of the Provost (OP). Below are recommended action(s): *FS.33302*

cc: Karan Watson
Michael Benedik
John August
Sharon Wilkerson

<i>Presidential Action:</i> <input checked="" type="checkbox"/> Recommend Approval <input type="checkbox"/> Review Only	<i>OP Recommended Action</i> <input type="checkbox"/> Hold for Further Review <input type="checkbox"/> System Review/Submission <input type="checkbox"/> BOR Approval <input type="checkbox"/> THECB Approval/Notification <input type="checkbox"/> SACSCOC Approval/Notification
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Approved: *Michael K. Young* Reviewed:

Michael K. Young

Date

Texas A&M University - New Certificate Proposal

Program request type: Undergraduate Graduate First Professional (ex., DVM, JD, MD, etc.)

Requested by the Department or Unit of: College of Nursing

Program Type, Level, Designation, Title, Description, Hours

Program Type: Certificate Program Degree Program
Program Level: UG Certificate Grad Certificate Bachelor Master Doctoral Professional
Degree Designation (i.e., BS, BA, MA, MS, MAgr, MEd, PhD, EdD, etc.)

Title of proposed program: Graduate Certificate in Forensic Healthcare

Proposed CIP Code (if known): 51.3899

Brief program description (provide a catalog description for undergraduate and graduate certificates):

The online Graduate Certificate Program in Forensic Healthcare is for degreed professionals who work with individuals, families, and communities impacted from all forms of violence. The program is appropriate for responders and providers of services to victims of violence including healthcare providers, social workers, members of law enforcement and the judicial system. Students enrolled in this didactic 12-semester credit hour Academic Certificate Program will complete 3 core course: a 2.0 lecture hour courses and two 3.0 hour lecture hour courses (8 hours), and four additional hours of prescribed, didactic elective courses. Overarching concepts taught in the Graduate Certificate Program in Forensic Healthcare include victimology, justice, survivorship and prevention.

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours

Proposed program hours: 12 hours

*12 hours minimum to appear on transcript

Certificate Programs Embedded Standalone
Students take coursework that will result in a degree and certificate being earned at the same time. Non-degree seeking students take coursework to earn a certificate only (no degrees are awarded).

Off-Campus or Distance Delivery

Table with 4 columns: % of Program a student can take off-campus or through Distance Education, Program Start Date, SACSCOC Approval**, When Provost needs to inform SACSCOC. Rows include 25%, 50%, 80%, and 100% off-campus options with start dates and approval requirements.

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode

Location: On-campus Broadcast / TTVN Specific off-campus location*** Distance Education / Internet
 In-State Out-of-State Start Date Fall 2016
 Out-of-Country Will this program be offered with another institution? Yes No
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

***Is this an approved SACSCOC location? Yes No If no, a program prospectus must be sent to SACSCOC. Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai and Saudi Arabia.

Program Funding

Has program funding been finalized at the department or college level? Yes No
If no, explain or attach budget:
Will new costs for the first five years of the program be under \$2 million? Yes No

Submitted by (Contact Person):

Kevin P. Gosselin

gosselin@tamhsc.edu

Name

Email

Assistant Dean for Graduate Studies

979-436-0153


Title

Phone

Certification Statement

By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically*.

Use additional signature lines if program is between three or more departments or colleges.


Signature, Department Head or Interdisciplinary Program Chair Date
12-17-15

Signature, Department Head or Interdisciplinary Program Chair (if joint program) Date

Typed or Printed Name

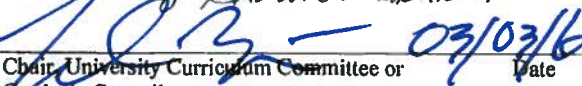

Chair, College Review Committee Date
12-17-15

Typed or Printed Name

Chair, College Review Committee Date


Dean of College *for Sharon Wilkerson* Date
12-17-15

Dean of College Date


Chair, University Curriculum Committee or Graduate Council Date
03/03/16

Chair, University Curriculum Committee or Graduate Council Date

Additional Approvals Required: Faculty Senate and President.

New Program Request Form for Certificate Programs

Directions: An institution shall use this form to propose a new bachelor's or master's degree program. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs*, which prescribes specific requirements for new degree programs. Note: 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 staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24 (a).

Administrative Information

1. **Institution:** Texas A & M Health Science Center

2. **Program Name** – Show how the program would appear on the Coordinating Board's program inventory (e.g., *Bachelor of Business Administration degree with a major in Accounting*):

Graduate Certificate in Forensic Healthcare

3. **Proposed CIP Code:** 51.3899

4. **Brief Program Description** – Describe the program and the educational objectives:

The online Graduate Certificate Program in Forensic Healthcare is for degreed professionals who work with individuals, families, and communities impacted from all forms of violence. The program is appropriate for responders and providers of services to victims of violence including healthcare providers, social workers, members of law enforcement and the judicial system. Students enrolled in this didactic 12-semester credit hour Academic Certificate Program will complete 3 core courses: one, 2-hour lecture course plus two, 3.0 lecture hour courses (8 hours), and four additional hours of prescribed, didactic elective courses. Overarching concepts taught in the Graduate Certificate Program in Forensic Healthcare include victimology, justice, survivorship and prevention.

Program outcomes:

1. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence using evidence-based protocols within systems.
2. Translate current research and policies to clinical encounters with persons experiencing violence, injury, trauma, accidents, neglect, abuse, exploitation, and all forms of victimization.
3. Articulate the role and processes of criminal and civil courts in seeking justice for victims of violence.
4. Document techniques to collect and preserve evidence with integrity, competence, and respect.
5. Formulate interdisciplinary approaches within systems to address health-related problems associated with accidents, trauma, crime, victimization, abuse, neglect, exploitation, and all forms of violence.
6. Integrate knowledge of cultural diversity in working with victims and survivors of violence.
7. Advocate for the needs and interests of victims of violence to improve access to services.

8. **Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.**

Number of Semester Credit Hours Required – 12

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

College of Nursing

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

Fall 2016

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

Name: **Daniel J. Sheridan, Ph.D., RN**

Title: **Professor & Forensic Nursing Program Director**

E-mail: dsheridan@tamhsc.edu

Phone: **979-436-0177**

Program Information

I. Need

Note: Complete I.A and I.B only if preliminary authority for the program was granted more than four years ago. This includes programs for which the institution was granted broad preliminary authority for the discipline.

- A. **Job Market Need** – Provide short- and long-term evidence of the need for graduates in the job market.

This certificate program is interdisciplinary in nature. We anticipate having degreed professionals from a variety of health, social services and legal professions apply for this graduate certificate program of study such as : nursing, social work, criminal justice, law enforcement, protective services (adult & child), and medicine. Forensic healthcare involves providing specialized interdisciplinary interventions to many types of victims such as: child abuse/neglect, elder abuse/neglect, abuse and neglect of vulnerable persons with disabilities, intimate partner violence, and sexual assault.

For example, the number of hospital-based forensic nurse examiner programs is rapidly growing. In the 1980s there were a handful of programs nationally. Per the International Association of Forensic Nurses, there are now over 800 such programs. This number is expected to continue to grow, especially in rural

America. Nurse who manage and work within these programs usually have only completed continuing education courses in forensic healthcare. In fact, in a recent forensic nursing textbook, Vice-President Joe Biden is quoted stating there should be a forensically trained nurse in every emergency department. The knowledge being generated in field of forensic science is growing exponentially. Dr. Sheridan is a past President of the International Association of Forensic Nurses and participates in numerous national and international interdisciplinary forensic educational activities.

The National Adult Protective Service Association (NAPSA) is a membership organization with member representation from all State adult protective service (APS) departments. Within NAPSA there is sub-committee of APS nurses from approximately 10 states around country. Most of these APS nurses were first trained as forensic nurse examiners. The trend within State APS departments is to hire forensically trained nurses. Dr. Sheridan has already made outreach to the Texas APS department who is interested in hiring forensic nurses with academic training and clinical experience to be part of county investigations. He is organizing meetings in Austin in early 2016 with Texas Department of Family and Protective Service administrators. In addition, APS administrators in other states have voiced at the national conference an urgent need to academic forensic education of protective service supervisory and line staff. NAPSA members also include state and local leaders from law enforcement agencies. They too have voiced the need for quality academic certificate-based education focused on real world applications.

Dr. Sheridan has had telephone and email communication with the directors of over 10 rural, hospital-based forensic nurse examiner program coordinators. All have expressed an interest in personally enrolling or having select forensic staff enroll in a forensic healthcare certificate program, may expressing it as a prelude to entering a graduate program of study specializing in forensic healthcare.

- B. Student Demand – Provide short- and long-term evidence of demand for the program.**

Dr. Sheridan is an active member of the Assembly of Forensic Nurse Educators (AFNE) housed at the University of Alabama Birmingham School of Nursing which meets approximately twice a year to network on the direction and needs of forensic healthcare education. The AFNE is a think tank of approximately 20 doctorally prepared nurse educators with forensic training who are currently or have taught undergraduate and graduate level forensics course at the college or university level. Most of the existing forensic academic courses are currently being taught as electives within undergraduate programs of study. The AFNE's most recent meeting was at the October 2015 IAFN Annual Scientific Conference where there was consensus that there is a demand for interdisciplinary forensic healthcare education, especially at the graduate level. Presently, there is not a university-based academic graduate certificate in forensic healthcare. This certificate would fill that void.

- C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

YEAR	1	2	3	4	5
Headcount	20	20	20	20	20
FTSE	0	8	10	10	10

II. Quality

- A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

Category	Semester Credit Hours
General Education Core Curriculum (bachelor's degree only)	0
Required Courses	8
Prescribed Electives	4
Free Electives	0
Other (Specify, e.g., internships, clinical work)	0
TOTAL	12

- B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. (Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)

Prefix and Number	Required Courses	SCH
NURS 601*	Foundations of Forensic Healthcare	2
NURS 602*	Victimology: Clinical Implications and Applications	3
NURS 603*	Justice Today: Prevention Tomorrow	3
CORE COURSE SCH		8

Prefix and Number	Prescribed Elective Courses (students choose combination totaling 4 credits)	SCH
NURS 604	Advanced Trauma Assessments and Injury Pathology	2
NURS 6XX*	Forensic Sexual Assault Examiner Course	3
NURS 6XX*	Clinical Pharmacology: Implications for Victims of Violence	1
NURS 6XX*	Human Trafficking	1
NURS 6XX*	Forensic Photography	1
NURS 6XX	Drug Facilitated Sexual Assault	1
NURS 6XX	Policy and Ethics of Interpersonal Violence	1
NURS 6XX	Forensic Mental Health	1
NURS 6XX	Forensic Report Writing	1
NURS 6XX	Overview of Capacity of Vulnerable Persons	1
	<i>(Students may take electives totaling 4 credits)</i> Elective option total	21

- C. **Faculty** – Use these tables to provide information about **Core** and **Support** faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Name of Core Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	PhD. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
*Sheridan, Daniel Professor	PhD in Nursing, Oregon Health Sciences University	NURS 603, 604, electives	10%
Downing, Nancy Associate Professor	PhD in Nursing, University of Iowa	NURS 601, 602, 603, electives	40%
Utterback, Virginia Clinical Associate Professor	PhD in Curriculum and Instruction, Texas Tech University	NURS 601, electives	40%

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
n/a			

- D. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Admission requirements:

Baccalaureate degree or higher with a minimum cumulative GPA of 3.0 (on a 4.0 scale) in all undergraduate coursework with a minimum grade point average of 3.0 (on a 4.0 scale) in the last 60 hours of undergraduate course work. Admissions will be competitive and capped per cohort to maximize online learning.

References: Three academic and/or professional references

TOEFL score: Required for international applicants

Recruitment:

A multi-prong recruitment strategy will be used using activities such as: Open access listserves with the International Association of Forensic Nurses, the National Adult Protective Services Association, the National Association of Social Workers; the National Geriatric Nurses Association, the Emergency Nurses Association targeting Texan residents. Targeted vendor participation would be explored at State of Texas and national conferences of associations such as those listed above. Paid email blast and website advertisements will be utilized with member associations such as those listed above. The following will receive a direct email announcement of the Forensic Healthcare Certificate offering: the Texas Chapter of the International Association of Forensic Nurses; the Texas chapter of the Emergency Nurses Association; the Texas Chapter of the National Association of Social Workers; Texas members of the National Adult Protective Services Association; and all protective service workers within the Texas Department of Family Protective Services. Information on the Forensic Healthcare Certificate program will distributed through the Texas Law Enforcement Extension Program – TEEX and will be included on the A&M College of Nursing web page and also posted throughout the A&M marketing sites.

- E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program. (Dan and Ann sent template to evaluate alignment with program)

The Associate Dean and Director of the Medical Sciences Library (MSL) reports that the University libraries serve both the research and study needs of students and faculty across campus and ranks 23rd in collection expenditures (\$18.4 million) among U.S. academic libraries. The University libraries encompass five facilities plus the online library. According to the Association of Research Libraries statistics for 2013, total library expenditures were over \$35.4 million. The combined holdings of these libraries include over 4 million volumes.

One of these libraries, MSL, serves as the anchor library for the nursing program, with an ever expanding collection of resources in health care, life sciences, and public health areas that are relevant to the nursing program. The MSL occupies over 50,000 square feet and contains holdings of more than 150,000 print volumes. The major strength of this library is the size of its specifically targeted offerings, with over \$2.7 million in annual collections expenditures for materials that support the professional programs at the TAMHSC. Those targeted collections include access to over 18,000 print and online serial titles, over 65,000 print and online books and nearly 500 databases. The broader-scope collection of the University libraries includes over 1 million electronic books, over 870,000 graphic, cartographic, audio and visual materials, over 123,000 unique serial titles, and over 1,300 electronic databases.

The onsite and online collections at the University are enhanced through collaborations with other academic and health sciences libraries to support resource sharing. The University libraries participate actively in both the Greater Western Library Alliance (GWLA) and Rapid interlibrary lending networks to ensure rapid delivery of resources from other libraries. The MSL participates in academic health science libraries resource sharing networks as well. As a result of these various collaborations, students and faculty can receive expedited service for materials needed from other libraries. The *Get It for Me* service provides desktop delivery of information resources from the University collections and other library collections. Seven separate libraries and learning resource centers that serve the TAMHSC have established a consortium, the Health Science Center Alliance of Libraries, to ensure information access to all health-related institutions and to the librarians serving them. Nursing students have full checkout and electronic access to the Alliance libraries whose members provide a vast array of databases, full text journals, and other information resources of interest to nurses and other health practitioners.

Currency of information is a prime consideration in the study and teaching of nursing; therefore, the MSL is continually adding to its collection in both print and online, including a purchase program that is updated weekly to

provide access to online books as they are published. Students and faculty can request additions to the collection through phone, e-mail and from the library website. Library staff routinely assess the collection for adequacy of coverage and currency.

Students and faculty have access to reference services in person, over the phone, through email and online via a live chat format. Library staff assist students in using online resources, web pages and resource guides at any geographical location. Educational services include traditional in-person instructional sessions, online subject guides and tutorials, and customized programs. MSL librarians also provide library related informatics orientation and instruction for all incoming students within the nursing curriculum. Online students receive a more in depth, hands-on experience at the on-campus orientation.

The library will be requested to purchase a master set of required textbooks. Since this certificate program is online, students would be expected to purchase individual copies of the required textbooks.

- F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions. (Dan and Ann sent template to evaluate alignment with program)

The Health Profession Education Building (HPEB) located on the Bryan Campus was designed specifically to facilitate the mission and expansion of the institution. CON and College of Medicine share space in the HPEB facility which increases interactions between students and increases opportunities for interprofessional education. The facility is state of the art in terms of clinical simulation centers and audio-video equipment to facilitate distant education, learning, and communication. HPEB is a 138,307 square foot facility with 27,000 square feet of clinical simulation space, a 225-seat auditorium, three medium lecture halls that hold 104 to 109 people, five (5) small group rooms that each hold eight (8) students, an additional twelve (12) small group rooms that each hold ten (10) students, two (2) small seminar rooms that each hold 50 students, and a computer lab which also accommodates 50 students. The Clinical Learning Resource Center has a simulated home environment, nursery, two adjacent hospital rooms, labor and delivery room, and an operating and trauma room. There are two Fundamental Skills labs that are each over 1,750 square feet and have ten stations, 15 clinical exam rooms, a Physical Diagnosis lab with 15 stations, and an additional eight (8) generic simulation rooms equipped with human-patient simulators. All can easily be monitored and digitally recorded by faculty or simulation center staff members in an adjacent simulation control room.

The HPEB facility also houses the TAMHSC Division of Student Services; a Teaching and learning Resource Center designed to support teaching excellence; a copy center for student and faculty use; a student lounge; an Information Technology staffed Help Desk; and a Learning Resource Center (equipped to allow easy access to both electronic and physical resources, and

staffed with a full time librarian and learning resource specialists). The CON administration and faculty occupy 30 offices with access to conference rooms, a kitchen/break room area, and a work room within its wing on the top floor of the HPEB facility.

Instructional Technology & Learning Management System

Online students and faculty are supported through a variety of available technology resources to enhance learning for online students. All courses reside in the eCampus Learning Management System. Course files are available to students for viewing and downloading. Videos are accessed on a streaming media server that affords flexibility in downloading and streaming while retaining all of the necessary time-release, authentication, format, and other controls to honor copyright guidelines. Faculty use web conferencing software called Blackboard Collaborate™ for multiple purposes such as conducting virtual office hours with students, having student presentations in distance education courses, and encouraging cross-campus, distance peer group meetings.

The TAMHSC Office of Information Technology (OIT) provides network connections and technical support for all faculty, staff, and students. OIT works closely with the CON to provide software information and computer hardware support to its users. All faculty, staff, and students have access to 24/7 HelpDesk support. During normal business hours, the HelpDesk can be accessed via phone, email, or walk up services at HelpDesk locations. After hours, on-call personnel are called or paged to provide support. In addition, faculty and students receive direct support from the CON Instructional Designer and two supporting staff members for any instructional technology needs or troubleshooting.

The College of Nursing already supports online graduate education within its MSN Family Nurse Practitioner Program and its MSN Nurse Educator Program. This certificate program would utilize these already existing online hardware and software systems. Specialized forensic equipment is being purchased using the State-provided start-up funds and will become part of the course modules via photographic and videotaped demonstrations of their use in current forensic practice.

- G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

This is not applicable to the certificate program.

- H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The program evaluation process for the certificate program will employ multiple indicators to determine overall program success. Multiple assessment measures such as program completion rate, summative-level course projects

and examinations, as well as student, alumni, and employer satisfaction survey results will be used to determine program outcomes achievement. Program outcome indicator data will be evaluated according to the Graduate Certificate outcomes. Action plans will be developed in situations where a gap between outcome data and terminal outcome expectation is identified in order to provide continuous program improvement. The program evaluation process will be conducted annually. The results of the annual program evaluation process will be reported to the Graduate Curriculum Committee and Faculty of the Whole.

- I. Administration of Program – Describe how the program will be administered. Where will the program be administered (i.e., department, college)?

The program will be administered through the College of Nursing. Daniel J. Sheridan, PhD, RN, FAAN serves as the director for forensic healthcare initiatives within the college and will have oversight in carrying out certificate program initiatives and quality.

III. Costs and Funding

Five-Year Costs and Funding Sources - Use this table to show five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel ¹	\$638,318	Reallocated Funds	\$0
Facilities and Equipment	\$4,712	Anticipated New Formula Funding ³	\$411,985
Library, Supplies, and Materials	\$32,800	Special Item Funding	\$71,562
Other ²	\$19,350	Other ⁴	\$304,800
Total Costs	\$695,180	Total Funding	\$788,347

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel). Travel \$10,590, Faculty development \$4,800, Telecommunications \$3,960.
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included. Designated, State and Differential tuition is included.

Signature Page

1. Adequacy of Funding – The chief executive officer shall sign the following statement:

I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

Chief Executive Officer

Date

2. Board of Regents or Designee Approval – A member of the Board of Regents or designee shall sign the following statement:

On behalf of the Board of Regents, I approve the program.

Board of Regents (Designee)

Date of Approval

3. Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner
Approval – For a program to be approved by the Commissioner or
the Assistant Commissioner for Academic Affairs and Research, the Board of
Regents or designee must certify that the new program meets the eight criteria under
TAC Section 5.50 (b): The criteria stipulate that the program shall:

- (1) be within the institution's current Table of Programs;
- (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
- (3) have sufficient clinical or in-service sites, if applicable, to support the program;
- (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
- (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
- (6) not unnecessarily duplicate existing programs at other institutions;
- (7) not be dependent on future Special Item funding
- (8) have new five-year costs that would not exceed \$2 million.

On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

Board of Regents (Designee)

Date