Special Consideration

College of Education and Human Development

B.S. in Interdisciplinary Studies (non-certification) - via distance delivery
May 7, 2004

MEMORANDUM

TO: Linda Lacey
   Director, Academic Support Services

FROM: Jim Kracht
      Associate Dean, College of Education and Human Development

SUBJECT: B.S. in Interdisciplinary Studies (non-certification) for Distance Delivery

Attached is a proposal for distance delivery of the B.S. in Interdisciplinary Studies (non-certification) with Options in Human Resource Development and Technology Management for consideration by the UCC. The B.S. in Interdisciplinary Studies (non-certification) is an approved program in the College of Education and Human Development. The College is now requesting that the degree be approved for distance delivery.

Since this is the first proposal for distance delivery of a B.S. at TAMU, there was some uncertainty regarding the appropriate routing for approval. Dr. Paul Meyer suggested that such a proposal be routed to the UCC.
The College of Education
Texas A&M University
College Station, Texas

Request for Approval:
Bachelor of Science Degree
Interdisciplinary Studies
Non-Certification

Human Resource Development and Technology Management

For

Distance Education Delivery

Submitted to the Office of Executive Vice President
Texas A&M University
PROPOSAL
Request for Approval for
Texas A&M University to Offer the
Bachelor of Science Degree in Interdisciplinary Studies Non-Certification
in the College of Education and Human Development via Distance Education

Introduction and Background

In support of Texas A&M University’s mission to increase access to citizens of Texas especially those of underrepresented populations, the College of Education and Human Development is proposing to offer the Bachelor of Science in Interdisciplinary Studies Non-Certification in Human Resource Development and Technology Management via distance education. This distance option will be completed in conjunction with several highly diverse community colleges. The primary population will be with adult and traditional age students who are tied to a regional location due to work or family situations. These graduates will also be prime candidates for master’s program from Texas A&M University that are already offered via distance.

Texas is the nation’s second-fastest growing state and its population is becoming increasingly diverse. In the 2000 census, Hispanic and African Americans accounted for 43% of our population. By the year 2010 these groups are projected to represent more than half of all Texans and nearly six out of every ten Texans between 18 and 24 college age students. The census also tells us that Texas ranks 45th out of 50 in percentage of adults over 25 with at least a high school diploma and 27th in the percentage of college graduates among the 25 or older population – less than one in four.

The approval documents for this degree signed by the Texas Higher Education Coordinating Board in 2001 contained the express intent that this degree allow for the development of partnerships with community colleges and other degree granting institutions. In order to comply with that language the College of Education at Texas A&M University is requesting that this degree and the academic areas of: Human Resource Development and Technology Management be approved for distance delivery. The Bachelor of Science in Interdisciplinary Studies Non-certification also includes an internship experience. The development of cooperative agreements with community colleges will reduce costs for all participants, institutions and students, by allowing students to complete all requirements, including the internship, close to home and with cooperating institutions.

It is the intention of the College of Education to develop other program options beyond Human Resource Development and Technology Management for the Bachelor of Science degree in Interdisciplinary Studies. These areas include Learning, Instruction, and Development and program options will be established in order to meet the needs of an ever-increasing market for educational practitioners in the private and public sector, outside of the current certification models. The goals are to:

1. Work cooperatively with other institutions,
2. Adapt options and curricular models to changing workforce needs,
3. Work with state and national mandates and opportunities, and
4. Integrate on-campus, off-campus and virtual instruction.

Admission

All students, distance or resident, must apply to the university undergraduate program by completing the application and submitting the required documentation, such as transcripts and SAT or ACT scores. Submitted application materials are considered as part of a total application packet.

Specific Requirements for admission to major

1. A student in good standing admitted to Texas A&M University
2. 2.0 minimum GPR based on all course work completed at the University
3. Total of 64 hours completed and or transferred to Texas A&M University

Documents for Application Packet

1. Student data sheet
2. Essay: Describe your computer knowledge, skills and experience
3. Essay: Describe your professional goals
4. Provide 3 professional references from the following categories:
   a. Instructor at Texas A&M University
   b. Instructor from a transfer institution
   c. Employer in the field of Technology or Human Resources

Complete information about this degree including FAQs can be found at:
www.cdlr.tamu.edu/Ugpro/index.asp

Delivery System

The delivery system will include a combination of synchronous and asynchronous interactions. This will include online courses, blended courses and video conferencing courses. This mixed media will allow educational interaction between the instructor and students. It should be noted that all remote interactive classes would be taught in conjunction with an on-site class as well.

On-site coordinators will supervise technology and discussions with instructors visiting each site at least once each semester.

Degree Program

University Core Curriculum------------------- 43 sch
Foundation Studies Courses------------------ 15 sch
Option --------------------------------------- 27 sch
Required Minor ----------------------------- 15 sch
Internship ------------------------------- 12 sch
Electives ---------------------------------- 8 sch
Total ------------------------------------- 120 sch
See Attachment 1 for a more detailed layout of the program options. Attachment 2 provides a semester-by-semester sample degree plan for the proposed programs.

**Internship requirement**
A typical internship involves a minimum of 10 weeks at 40 hours per week of actual work time for a minimum total of 400 work hours for 6 hours credit. A total of 12 credit hours are required within the degree. Time and schedule variations from the typical internship will be used when necessary to fulfill the student’s learning needs. The internship will provide the student with opportunities to utilize previously learned material, with the ideal experience including an overall view of the career path in the field the student has chosen. To receive university academic credit, interns submit to the department a portfolio, which includes multiple evidences of the internship learning experiences. These may include but are not limited to daily logs, regular reports, and supervisory reports.

Students who participate in the internship will take the initiative to inquire about probable internships, interview for the position, and sign an agreement approved by the employer, the student, and the departmental internship coordinator. Paid internships are preferred due to the liability issues faced by having a non-employee conducting work on the site.

Credit is not available for self-employed experiences, employment by a member of the intern’s family, experiences that have occurred in the past, “part time” jobs, or where the work has occurred in the past.

Students who are enrolled in a full-time internship may not enroll in any additional academic classes. In some rare situations, the interns may enroll in one class with permission of the employer and the Internship Coordinator.

**Transition to Distance Degree**
Selected courses are currently using video conferencing. These courses are currently supported by very well develop websites with a wide variety of resources. Courses will utilize the most appropriate delivery method and transport available at the sites and for students during internship experiences.

**Evaluation Plan**
Courses being taught by interactive video/remote learning instruction at TAMU will be evaluated by comparing the grade distributions and test results of remote students to those of the students actually in the delivery classroom on the TAMU campus. The effectiveness of different modes of instruction (e.g., two-way interactive video, Internet, World Wide Web) will be evaluated by survey instruments provided to participating students. Students will be asked to comment on methods to improve the instructional effectiveness of faculty teaching the interactive video courses. World Wide Web class home pages will be utilized as well as secured web page faculty evaluations.
Projected Enrollment

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<td>50</td>
<td>140</td>
<td>175</td>
<td>205</td>
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<tr>
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<td>100</td>
<td>150</td>
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<td>Attrition from previous year</td>
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<td>50</td>
<td>100</td>
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<td>140</td>
<td>175</td>
<td>205</td>
<td>235</td>
<td>265</td>
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Assumptions:

The assumptions of this program are that within these two options (Human Resource Development and Technology Management) we will grow to and maintain about 350 students on a continuing basis. With normal graduation and changes this should be a normal pattern for us. We are hoping that other options will be developed to assist a greater number of students. It is also assumed that the distance education delivery will assist those students with travel, work or distance issues.
TEXAS A&M UNIVERSITY’S STATEMENT OF COMMITMENT TO STANDARDS FOR DISTANCE EDUCATION AND OFF CAMPUS INTERACTION

Bachelor of Science in Interdisciplinary Studies Non-Certification

1. Quality Standards: Distance students are required to complete the same work as students in the resident sections of the courses offered via distance. Since the distance courses are taught via the World Wide Web and via TTVN, students may be “at a distance” or on campus. No distinction in requirements is made for students based on their location.

Faculty is committed to providing a level of quality for off-campus students equivalent to that of on-campus resident credit instruction. All standards required of regularly enrolled on-campus students would be required of the students who utilized remote learning instruction. This includes the utilization of regularly employed faculty members, the same faculty contact hour requirements, availability of faculty support services, access to library facilities with library privileges, and standard evaluation.

2. SACS Standards: Distance courses are the same as resident courses and are offered in accordance to SACS standards.

3. Admission: All students, distance or resident, must apply to the university by completing the undergraduate application and submitting the required documentation, such as transcripts and SAT or ACT scores. Submitted application materials are considered as part of a total application packet.

4. Faculty: Faculty teaching the distance students will be the same faculty teaching the resident students. Faculty are hired according to guidelines set up by the University and the College. All courses are required to submit teaching evaluations. For faculty teaching distance sections, appropriate questions for students taking distance classes can be added to aid the instructor in assessing the effectiveness of the course. The Center for Distance Learning Research will support all technology services for students and faculty in this degree program. Current faculty teaching in the program have been teaching master’s level courses by distance for many years. Training and assistance for video conferencing equipment and transition to web based courses is offered through the Center for Distance Learning Research and the Office of Distance Education and the College of Education and Human Development as well as other services available on campus.

5. Instructor of Record: The faculty member teaching the course is solely responsible for teaching the course and for monitoring all course activities and grading.
6. Instruction: All course materials used are developed by the faculty member(s) responsible for the course(s). These materials are the same content used in resident classes taught on campus. Faculty for this degree program are campus based and are subject to the same supervision, monitoring, and evaluation processes as are all faculty in the College.

7. Support Services: Distance students receive academic advising from undergraduate advisors responsible for the program and the courses that comprise the program delivered via distance. Distance students, like all students, may apply for financial aid if they are enrolled in four-semester hours/semester. TAMU makes no distinction in financial aid to its students, resident or distance. Specific services designed to meet the unique needs of distance students are listed below.

College of Education and Human Development
Distance learners need convenient means of communicating between themselves, the University, and the instructor. Electronic mail, telephone, and facsimiles will be the most effective forms of communications for the students and faculty outside of the classroom. The videoconferencing units have the ability to utilize H.323 protocol creating the possibility of connecting with the students via the Internet on a point-to-point basis, literally anywhere-anytime. By simply typing an IP address of the other site, the professor and student are connected.

The College of Education and Human Development Distance Learning Office has developed a brochure and web site (http://www.coe.tamu.edu/~distance/studserv.html) for distance students that includes telephone numbers, email addresses and web sites for a variety of campus services including registration, student accounts, and college contacts. These brochures are made available to all distance students by mail prior to the first day of class and at the first class meetings.

The Center for Distance Learning Research:

The Center for Distance Learning is a full-service educational facility with five classrooms and a workforce of over thirty people. It is a Smithsonian Laureate Center for Technology and has worked with over 1200 schools. The Center is a public private partnership that serves the entire University under the direction of Dean Jane Close Conoley. The Center has been named the Outstanding Distance Learning research Center in 1997 by the United States Distance Learning Association. The Center will also serve as one of the internship sites for the students in this degree program. (www.cdlr.tamu.edu)

Computing Services
Distance learners have access to many of the same resources related to the program as on-campus students. Each student enrolled in classes at Texas A&M University, whether local or remote, has access to all computing resources through the department of Computing and Information Services. The CIS web site can be found at (http://cis.tamu.edu/about/docs/accounts.html).
Library Services
The TAMU library has developed a web site (http://www.tamu.edu/library/dels/) and a brochure for distance learners, centralizing information ways to access needed resources and materials (attachment 2). Library services are available through the state sponsored TexShare, with 144 library members across the state of Texas. Individual class web pages will provide links to other libraries and resources available to students.

Other Student Services
The Division of Student Affairs has assembled information for Distance Education students regarding Student Financial Aid, Student Counseling Services, and Student Activities and the Memorial Student Center (Attachment 3).

10. Facilities: Courses offered via TTVN are offered at TTVN sites. The College of Education supports three (3) TTVN classrooms and the Center for Distance Learning Research has five flexible classrooms with connection abilities. Courses and course materials offered via the World Wide Web using WebCT and other individual web pages.

11. TAMU follows all guidelines for off-campus instruction given in Section Chapter 5, Subchapter H of the Higher Education Administrative Code. The proposal to allow TAMU to offer its Bachelor of Science Degree in Interdisciplinary Studies via distance is developed about those criteria.
### Undergraduate Fee and Provost Support Projections

#### Scholastic Year 2003-2004 Income

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<th>Sections</th>
<th>Fees/Section</th>
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Total: $1,343,960.00

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Total: $240.00

#### Scholastic Year 2003-2004 Income Total

Total Projected Income: $1,344,200.00

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### Scholastic Year 2004-2005 Income Projections

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Total: $150,000.00

#### Scholastic Year 2005-2006 Income Projections

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Total: $150,000.00

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5/7/2004
### Undergraduate Fee and Provost Support Projections

#### Scholastic Year 2006-2007 Income Projections

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Total Projected Income: $150,000.00

5/7/2004