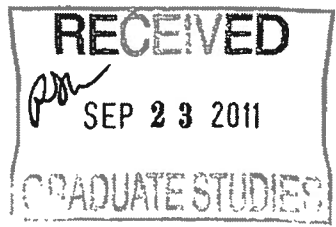


**Graduate Council Report**  
**October 6, 2011**

**Special Consideration Item:**

**Graduate Council approved the College of Agriculture and Life Sciences proposed Master of Recreation Resources Development – Distance.**

Scholar



Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Proposal Checklist

Requested by the Department or Unit of: RPTS

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

Program Type Certificate Program [ ] Degree Program [X]
Program Level Undergrad Certificate [ ] Grad Certificate [ ] Bachelor [ ] Master [X] Doctoral [ ]
Degree Designation (i.e., BS, BA, MA, MS, MAg, Med, PhD, EdD, etc.) MRRD
Title of proposed program: Master of Recreation Resources Development Distance
Proposed CIP Code (if known): 31.01.01.00

Brief program description (provide a catalog description for undergraduate and graduate certificates):
This is a proposal to add a distance component to an existing degree program. The program leads to an MRRD degree, and is designed to meet the needs of park managers for advanced studies in management of organizations and resources

Table with 4 columns: Minimum program semester credit hours (SCH), Certificates - 12 hours\*, Bachelors - 120 hours, Masters - 30 hours. Row: Proposed program hours: 36. Note: \*12 hours minimum to appear on transcript

Off-Campus or Distance Delivery

Table with 4 columns: % of Program a student can take off-campus or through Distance Education, Program Start Date, SACS Approval\*\*, When Provost needs to inform SACS. Row: [X] 80%, Fall AY 2013, Approval Required, 6 months before first day of program

Program Delivery Mode

Location: [X] On-campus College Station Campus; [X] Broadcast / TTVN From College Station; [X] Distance Education / Internet In-State [X] Out-of-State [X] Start Date Fall Semester, AY 2013

\*\*\*Is this an approved SACS location? Yes [ ] No [ ] If no, a program prospectus must be sent to SACS.
Approved locations as of September 2009: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, Dubai (EMBA)

Program Funding

Has program funding been finalized at the department or college level? Yes [X] No [ ]
Will new costs for the first five years of the program be under \$2 million? Yes [X] No [ ]

**Submitted by (Contact Person):**

Michael Schuett

mschuett@tamu.edu

Name

Email

Associate Professor

979-845-0872


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.*

 9/21/11  
Signature, Department Head or Interdisciplinary Program Chair Date  
Gary D. Ellis

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

Typed or Printed Name  
 9/22/11  
Chair, College Review Committee Date

Typed or Printed Name

 9/22/11  
Dean of College Date

Chair, College Review Committee Date

 OCT 06 2  
Chair, University Curriculum Committee or Graduate Council Date

Dean of College Date

Chair, University Curriculum Committee or Graduate Council Date

Additional Approvals Required: Faculty Senate and President.

## Distance Education "Existing" Bachelor/Masters Degree Proposal (Electronic Delivery)

### Administrative Information

1. Institution: *Texas A&M University, College Station, TX*
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].  
*Master of Recreation and Resources Development (Note that this degree currently exists; we are proposing a distance program option for this degree)*
3. Proposed CIP Code:  
*31.01.01.00, same as the existing MRRD degree*
4. Program Description – Describe the program and the educational objectives.

#### Program Description:

*Our Master of Recreation and Resources Development (MRRD) Distance Program yields graduates who excel as operations managers and strategic managers of public park and recreation organizations, and who provide effective and visionary leadership to vital park management functions, including natural and heritage resource management, maintenance, law enforcement, and environmental and heritage interpretation.*

#### Objectives:

1. *Students graduating the program will be prepared to succeed in both strategic management and operations management of organizations that administer parks, natural, and heritage areas.*
2. *Students graduating from the program will be prepared to manage and make informed and defensible decisions about management of heritage and natural resources of parks and natural areas.*
3. *Students graduating from this program will be prepared to use research to make data-based decisions about management of operations, and strategy for heritage and natural resources*
4. *Students graduating from this program will be prepared to provide leadership to service functions that directly impact visitor experiences*

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 Recreation, Park and Tourism Sciences, College of Agriculture and Life Sciences*

6. Proposed Implementation Date – Report the first semester and year that students would enter the program.  
*Fall 2012*

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

*Name: Michael A. Schuett  
Title: Associate Professor  
E-mail: mschuett@tamu.edu  
Phone: 979-845-0872*

## REQUEST TO OFFER EXISTING DEGREE PROGRAM VIA DISTANCE

### Texas A&M University

**Texas A&M University** is seeking permission to offer the following **Master of Recreation and Resources Development** via distance education (electronic delivery) beginning **August of Academic Year 2013 (Calendar Year 2012)**.

#### **Format for Distance Education Program Request via Electronic Delivery**

**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**

Department of Recreation Park and Tourism Sciences

**B Degree title designation (e.g., BS, MS, etc.)**

Master of Recreation and Resources Development (Professional Degree)

**C Program delivery**

- *Describe the delivery system(s) to be used.*
- *This information should reflect the ways in which the delivery method will impact the proposed program.*

Courses will be offered in-residence, in a distance format and on-line. Students have the option to come to the campus in College Station because certain course sections will be offered on campus as well.

**II. Reason for Request**

**A Program need**

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

At the present time there are no distance or on-line graduate degree programs that focus on Recreation Resources Development in Texas. There is a Master of Science in Resource Interpretation that is offered at Stephen F. Austin in the College of Forestry and Agriculture; however, this program area is limited to interpretive talks, illustrated programs, interpretive writing, and media.

**B Program demand**

- *What is the job market need?*

Increased use of our public lands based on recreation use, population diversity and urban sprawl, have added pressure on agencies to effectively manage our natural resources more sustainably. Based on feedback from the National Park Service, Texas Parks and Wildlife Department, and other professional organizations, (e.g., National Association of Recreation Resource Planners), professional development is

timely for existing managers. Input was received from the above agencies on the skills and training needed by existing and new professionals to excel into the next generation. The guidance provided by these agencies makes this program well-suited for current professionals and the existing job market. Current employees in public land managing agencies will need additional training and skills in key areas such as marketing and strategic management to be effective in supervisory positions. In addition, upcoming retirements will reduce the number of existing natural resource managers that currently serve in land managing agencies. With these retirements, a considerable loss of institutional knowledge will take place and this void will need to be filled by well-trained and informed managers. Since there are no distance graduate degrees available that concentrate on Recreation Resources Development in Texas, the demand for the MRRD Distance Program will only grow.

- *What is the potential student interest?*

Student interest has been consistently high with inquiries each month since we announced that this graduate program was being developed. The RPTS department has a long history of offering a strong natural resource recreation program and this has been an asset in generating interest in the degree. Students are in need of a program that provides the rigor, content and flexibility of the MRRD Distance Program in RPTS.

#### C Program's role

- *What is the program's place in the institution's mission?*

##### Mission of Texas A&M University

Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility, and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic, and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

##### Mission of the College of Agriculture and Life Sciences

The College of Agriculture and Life Sciences fosters a stimulating educational environment that expands knowledge through discovery research and engages students in innovative learning experiences which empower them to serve and lead in our increasingly global society.

##### Mission of the Department of Recreation, Parks & Tourism Sciences

We provide opportunities that prepare you to become leaders in the field of recreation, parks and tourism and significant contributors to the quality of community life.

##### MRRD Distance Program

This graduate program fits well into the missions of TAMU, the College and RPTS. The university and its academic departments strive to provide exceptional quality in teaching and research in order to train current and future professionals to serve society.

### III. Program Description

#### A Program construction

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

The MRRD Distance Program is geared toward working professionals in public land managing agencies. This program was developed to meet the needs of a growing constituency who have expressed an interest in enrolling in a Distance Education graduate program. This professional degree incorporates a combination of distance, on-line courses and on-campus courses at Texas A & M University, College Station.

The MRRD Distance Program is a modification of the existing MRRD graduate program. The new degree program is designed to meet the needs of students who are not able to physically attend Texas A&M University in College Station. All distance learning students will be enrolled in the same classes as the on-campus students. The distance and on-campus students will be taught by the same instructor and receive the identical course materials in all the RPTS courses, e.g., readings, homework, assignments, and exams.

- **27 hours of required courses in Recreation, Park and Tourism Sciences: (RPTS) and Renewable Natural Resources (RENr):**

RPTS 615 Analytic Techniques in RPTS (3 credit hours)

RPTS 609 Social, Cultural and Economic Issues in Outdoor Recreation and Natural Resources (3 credit hours)

RPTS 666 Tourism and the Natural Environment (3 credit hours)

RPTS 646 Heritage Tourism (3 credit hours)

\*RENr 405 GIS for Environmental Problem Solving (3 credit hours)

RENr 650 Leadership Development & Mgt of Environmental NGOs (3 credit hours)

RPTS 689 Capstone Course (9 credit hours)

\*RENr: *Renewable Natural Resources*

- **9 hours of required courses in a supporting field(s):**

Students can choose from the courses below or other courses approved by their advisor. Some suggested courses are offered in the Bush School, in the Public Service and Administration Program (PSAA). These courses are taught both on-line and on-campus at Texas A & M University, College Station.

PSAA 644: Management and Leadership of Nonprofit Organizations (3 credit hours)

PSAA 631: Marketing for Nonprofit Organizations (3 credit hours)

PSAA 632: Strategic Planning and Fiscal Management in Nonprofit Organizations (3 credit hours)

## **TOTAL 36 hours**

### **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.*

A typical course in RPTS will be offered through a distance format using videoconferencing and the internet. We will use a portable Polycom unit and students will have access to the course via video in their location. Students on-campus will meet in a classroom at TAMU in College Station that is equipped for using video conferencing hardware/software, e.g., new Agriculture and Life Sciences complex. The distance students will be required to meet at a certified TTVN site. If this type of site is unavailable, they will need a computer, webcam and Internet access so their Internet Protocol (IP) address can be approved and added to the TTVN system at that alternate location. The class will be recorded through TTVN and be available for asynchronous viewing later on-line.

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

The RPTS courses will be taught using a variety of instructional tools incorporating several delivery formats, e.g., Powerpoints, discussion, lecture, videoclips, readings, etc. The instructional method will be linked to the course material/assignments and communication will be facilitated in class and through eLearning. These instructional tools will vary by instructor and course.

#### *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?*

The RPTS courses will be offered on-campus and in a distance format. The RENR and PSAA courses will be taught on-line, and the PSAA courses are offered on-campus as well. The delivery system for the RPTS courses will be through interactive videoconferencing software and the Internet using TTVN. Students/faculty will communicate during class time and off-hours in a variety of ways: videoconferencing, email, chat rooms, etc. eLearning will be used to manage course content, e.g., complete weekly assessments, submit assignments, and check grades.

#### *4) What platform will be used to deliver the electronic components of the program?*

RPTS distance students will need a computer, a webcam and Internet access. No special software will be needed. If a student is at a certified TTVN location, the student will not need a computer or webcam.

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



Student interactions will take place during the RPTS distance courses because both will be able to see/hear each other. After hours, student-to-student interactions will take place through email and threaded discussions using eLearning. At other times, the students taking the course as distance can interact with the instructor via phone and/or email.

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

Overall student-faculty ratio for the RPTS graduate program is approximately 6:1. In the classroom, the student-faculty ratio will vary depending on what RPTS courses the students are taking; the ratio should average out to approximately 8:1. Certain courses will tend to enroll more students, e.g., RPTS 615 (12-15) versus RPTS 609 (6-8). Some of the RPTS distance courses are required of all RPTS graduate students, e.g., RPTS 615, hence a larger enrollment is expected.

C Administrative structure

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

The administrative function of the RPTS graduate program involves several staff/faculty. Our Department Head, Dr. Gary Elis, has overall responsibility for the RPTS graduate program. Dr. James Petrick, Professor and Graduate Coordinator, oversees the RPTS graduate program on a daily basis. Irina Shatruck, Graduate Admissions Supervisor, handles admissions inquiries, assistance with university/departmental forms and other administrative duties. Dr. Michael Schuett, Associate Professor, will oversee the management of the MRRD Distance Program. The marketing/ promotion of the MRRD Distance Program will involve a Ph.D. graduate student who currently serves in this capacity for RPTS academic programs.

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

Dr. Michael Schuett will teach two courses in this graduate program. No modifications are needed in his role as a faculty member to oversee the MRRD Distance Program. Initially, Dr. Schuett will serve as the academic advisor for new MRRD distance students coming into the program; as the numbers increase, other faculty members will serve as advisors as well.

IV. Relationship to Existing Authorized Degree 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?*

The MRRD Distance Program includes courses in the curriculum that are offered in at least two other academic programs. Two core courses are listed in the RENR course offerings. RENR courses are cross-listed as part of the RENR program which is a shared academic program with RPTS, WFSC and ESSM. The RENR on-line courses are taught in the Department of Ecosystem Sciences and Management (ESSM). Students are also required to take nine hours in a supporting field; suggested courses include three PSAA courses that are taught in the Bush School, in the Public Service and Administration Program. These PSAA courses are offered both on-line and on-campus. Other courses across campus can be considered from other academic programs within the supporting area and will require advisor approval.

**B Student interaction**

- *Will electronic and on-campus students interact and, if so, how?*

Those students who are taking the courses on-campus will interact with those who are taking the courses via distance. Distance students will interact with on-campus students during the actual time the course meets because they will be taught via video conferencing; the distance students will be taking the course in real time.

- *How will distance students' interaction occur?*

Students' interaction will occur in several ways, in synchronous and asynchronous methods, e.g., in class, threaded discussions, emails, and chat rooms. The level of student interaction will depend on several factors, for example, student involvement/availability, and the types of assignments required in and outside class time from each instructor, e.g., group projects.

**V. Expected Enrollment**

**A Anticipated head count**

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

Table 1. Estimated enrollment 2012-2016

2012	2013	2014	2015	2016
5	8	10	15	20

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

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

The proposed distance program will increase the number of graduate students currently enrolled in RPTS but will have a minimal impact on the existing MRRD Program or RPTS graduate 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?*

Additional assistance will be generated through differential tuition which will be used to support graduate assistants to assist with the technical aspects of the RPTS

graduate courses. No additional facilities or space will be needed. Adequate classroom space exists to handle the current graduate course offerings.

C Student projections

- *How many students are needed to make it feasible to offer the program?*

The MRRD program (on-campus) is currently being offered. Since no additional funding is being used to initiate the MRRD Distance Program, no target number has been identified. The projected enrollments (Table 1) are sufficient to maintain the program.

- *Explain any assumptions used in making the estimates*

The estimates are based on conversations with public land managing agencies and park and recreation agencies/organizations in developing this distance degree; in addition these estimates are based on inquiries about the MRRD Distance Program and discussions with RPTS undergraduate students who are considering the program in the future.

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.*

<i>Faculty Member</i>	<i>Degree/Institution</i>	<i>Contribution/Focus Area</i>	<i>Course(s)</i>
<i>Dr. Jim Gramann</i>	<i>Ph.D. University of Illinois at Urbana-Champaign 1980</i>	<i>Recreation behavior; race &amp; ethnicity; protected area mgt. &amp; policy</i>	<i>RPTS 666</i>
<i>Dr. Tazim Jamal</i>	<i>Ph.D. University of Calgary, 1997</i>	<i>Tourism planning; heritage tourism; community &amp; stakeholder relations</i>	<i>RPTS 646</i>
<i>Dr. Michael Schuett</i>	<i>Ph.D. University of Illinois University at Urbana-Champaign 1991</i>	<i>Outdoor recreation; wildland urban interface; visitor management</i>	<i>RPTS 609; RPTS 689</i>
<i>Dr. Scott Shafer</i>	<i>Ph.D. Clemson University 1993</i>	<i>Environmental planning &amp; design for outdoor recreation</i>	<i>RPTS 666</i>
<i>Dr. Kyle Woosnam</i>	<i>Ph.D. Clemson University, 2008</i>	<i>Sustainable tourism development; tourism impacts; research design &amp;</i>	<i>RPTS 615</i>

		<i>methodology</i>	
--	--	--------------------	--

2) *If the distance program will result in additional students, how will faculty resources be provided, that is, hiring additional faculty, reallocating faculty resources from other programs, etc.?*

At present there are no funds available for new faculty lines. Existing faculty are eager to be involved with the MRRD Distance Program and modify their graduate courses to make them available as a distance offering.

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

RPTS faculty members are currently taking or have taken courses from Instructional Technology Services (ITS) in distance education technology, instruction, and delivery. Future trainings will also be scheduled for use of the portable polycom unit and working with TTVN.

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

Current equipment and software is already available to conduct courses via distance education; no financial support has been requested. Additional assistance from the College of Agriculture and Life Sciences may be considered in the future.

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

A portable Polycom unit is available for use in our building. This unit has a 42" screen and a webcam. Since it is a portable unit, it can be used in several classrooms. Technical assistance is available from the Department of Agricultural Leadership, Education, and Communications (ALEC) and RPTS IT staff to operate the equipment; faculty will be trained in its use/operation as well. Connectivity using the distance format will be done through TTVN. Students taking an RPTS course on-campus will also be connected to students who are off-site at certified TTVN sites or new locations that can be TTVN approved. Other web conferencing software that may be utilized includes Microsoft Lync or Adobe Connect.

C 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?*

Distance students will have access to library resources in the same manner as any RPTS graduate student, e.g., reserve readings, journals, books, and interlibrary loan. Library email and the chat/text system will be available to distance students as well. New graduate students will receive information about these types of campus resources at our student orientation and through the RPTS courses as well.

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

Distance students will have access to course materials through eLearning and/or directly from the instructor. All course materials will be available in the same formats for on-campus students and those taking the courses via distance.

## 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.*

No additional costs will be incurred for this degree program. A portion of Dr. Schuett's salary is dedicated to working with the MRRD Distance Program (Table 2). Any faculty involved in the MRRD Distance Program will not be teaching additional courses but will modify their course to a distance format. All faculty training will take place on-campus through ITS at no charge; no special software is needed; a portable Polycom unit is available for use in our building.

### B Budget

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

As more students register for RPTS distance courses, the additional revenue generated through differential tuition will be used for instructional support, e.g., graduate teaching assistants. There are no additional costs for the MRRD Distance Program.

### C Financial support

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

Distance students will have the same access to university financial support as students who are on-campus; financial support is impacted by their status as full or part-time students.

## VIII. Additional Distance Delivery Considerations

### A Adherence to *Principles of Good Practice*

- *Provide the THECB Certification form for Distance Education*

At the end of this document

### 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 MRRD Distance Program will utilize fully interactive asynchronous and synchronous methods. The formats will vary somewhat based on course and instructor. Students will need access to a computer, webcam and the Internet. Information about the course, syllabus, chat rooms, assignments and other course content will be managed using eLearning. Other web conferencing software that may be utilized include Microsoft Lync or Adobe Connect. For the courses that are offered on-line in other departments, e.g., RENR, PSAA, the internet will be the delivery mode as well. No special arrangements are needed at specific sites because the students will be connected through a certified TTVN site or newly approved TTVN site (based on a new IP address) and then linked in through TTVN.

### 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.*

NA

2) *Process for the credentialing of faculty at each participant site.*

NA

3) *Institution awarding credit.*

NA

### D Program differences

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

1) *Student admission and advisement.*

NA

2) *Qualifying and other exams.*

NA

3) *Independent study.*

NA

4) *Courses and sequencing.*

NA

5) *Library access.*

NA

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.*

The RPTS department will utilize the Department of Disability Services (DDS) for guidance and policy. DDS promotes an academic experience for students with disabilities that is fully inclusive and accessible. They offer accommodations counseling, evaluation referral, disability-related information, adaptive technology services, sign language interpreting and transcription services for academically related purposes. They also provide resources and referral information. For example, DDS will provide guidance to faculty on instructional materials and classrooms, e.g., reformatting readings, web accessibility, captioning video, and accessibility to classroom facilities. Students will need to contact DDS. It is the student's responsibility to make their needs known and to provide the appropriate documentation to support the need for the requested accommodations.

### 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.*

An orientation in RPTS is conducted for all new graduate students. Information is provided about the services that are available in the department and across campus.

The Office of Graduate Studies provides a comprehensive online orientation specific for Distance Education Graduate students that is recommended before starting classes < <http://distance.tamu.edu/current/orientation>>

- 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.*

RPTS students will have the opportunity to interact with their instructors in several ways: phone, videocam, or email. eLearning will be used to manage course content e.g., syllabus, assignments. Interaction will also be available through eLearning, phone or email. Contact with individual instructors will be handled on an individual basis pending on each faculty member's preference. The previously mentioned sources for students will be utilized for student-faculty interaction as well (Section IV B). A sense of community will be developed through open and consistent lines of communication between faculty and students. Interactive technology only aids student-faculty interactions; it is up to the individual faculty member's level of concern, experience, and commitment to foster a sense of community in and outside the classroom. .

- 3) *Residency requirements.*

The RPTS department follows TAMU's residency requirements. The Office of the Registrar has created policies for students who are taking Distance Education Courses pending on whether or not they are enrolled for other face-to-face, on-campus courses. The course section they can register for is dependent on residency status, e.g., LRIS – Resident, residing in-state; LROS – Resident, residing out-of-state; LNIS – Non-resident, residing in-state.

- 4) *Describe the advisement process throughout the program.*

Students admitted to the RPTS graduate program are assigned an academic advisor. This faculty member will advise them throughout their entire graduate program. Each masters student is required to have a degree plan filed prior to the third long semester of enrollment. The graduate degree plan is the student's official program of graduate study. It is the agreement between student, his/her Advisory Committee, and the Office of Graduate Studies to satisfactorily complete the requirements in order to graduate. Degree plans are prepared in consultation with the student's Advisory Committee Chair.

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

NA

## IX. Evaluation

### A Program quality

- *How will your institution monitor the quality of the program and student learning outcomes?*

A rubric for measuring performance of students in the capstone class will be developed. Results of that measurement will be compared to performance standards approved by the Department of Recreation, Park and Tourism Sciences' Graduate Committee. These data will be entered into the WEAVE online system as "direct"

measures of learning outcomes. We will be using a questionnaire given to the graduate committee of each student at their final defense to evaluate program quality. The questionnaire will assess the students verbal and written communication skills; knowledge of their field, and "readiness" for their area of work. Indirect measures of learning outcomes will be generated through exit interviews and through course evaluation forms. All faculty teaching distance courses have either prepared their courses already or have received training from ITS. In addition, a graduate teaching assistant will be assigned to assist faculty in the MRRD Distance Program.

#### B Participant satisfaction

- *How will student and faculty satisfaction be gauged?*

Feedback from students will be obtained from course evaluations. Based on their experience with assessments, it is up to the discretion of the individual faculty member to gauge student satisfaction as often as they feel is appropriate. Informal mechanisms can also provide feedback, e.g., mid-course assessments. Post program evaluations will also be conducted through periodic former student surveys. These data will be monitored by the program coordinator and will be reviewed annually by the Graduate Committee. Faculty satisfaction with participation in the program will be obtained from annual reviews from the department head.

#### 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.*

The RPTS department will keep track of enrollment and retention rates. An alumni survey annually is periodically to track placement, satisfaction and to identify improvements to the RPTS graduate program.

- *How would evaluations be carried out?*

Course evaluations will be conducted on-line. We use a program called Qualtrics. Students are given a website to visit, and they evaluate the course using a standard course evaluation form.

#### D Use of assessment

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

As with any graduate course, feedback on content, delivery, assignments, etc., will be reviewed after the course evaluations are completed to determine the most appropriate method to maintain quality and address change. Annual reviews will also be used as a method to incorporate assessment data. Periodically, faculty teaching is observed by senior faculty members and this feedback will also be used to improve service delivery. Faculty will have the ability to improve/modify any aspect of their courses from software to assignments. If technical improvements are needed, faculty can consult one of several resources on-campus, e.g., ITS.



## 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.

**Table 2. 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.

<b>Cost Category</b>	<b>Cost Sub-Category</b>	<b>Before Approval Year*</b>	<b>1<sup>st</sup> Year</b>	<b>2<sup>nd</sup> Year</b>	<b>3<sup>rd</sup> Year</b>	<b>4<sup>th</sup> Year</b>	<b>5<sup>th</sup> Year</b>	<b>TOTALS</b>
Faculty Salaries	(New)	0	0	0	0	0	0	0
	(Reallocated)	\$19,007	\$19,007	\$19,007	\$19,007	\$19,007	\$19,007	\$114,042
Program Administration	(New)	0	0	0	0	0	0	0
	(Reassignments)	0	0	0	0	0	0	0
	(New)	0	0	0	0	0	0	0
Graduate Assistants	(Reallocated)	0	0	0	0	0	0	0
	(New)	0	0	0	0	0	0	0
Clerical/Staff	(New)	0	0	0	0	0	0	0
	(Reallocated)	0	0	0	0	0	0	0
Supplies & Materials		0	0	0	0	0	0	0
Library & IT Resources**		0	0	0	0	0	0	0
Equipment		0	0	0	0	0	0	0
Facilities		0	0	0	0	0	0	0
Other (Identify)		0	0	0	0	0	0	0
<b>TOTALS</b>		\$19,007	\$19,007	\$19,007	\$19,007	\$19,007	\$19,007	\$114,042

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

\*\* IT = Instructional Technology

**Table 3. 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.

<u>Funding Category</u>	<u>1<sup>st</sup> Year</u>	<u>2<sup>nd</sup> Year</u>	<u>3<sup>rd</sup> Year</u>	<u>4<sup>th</sup> Year</u>	<u>5<sup>th</sup> Year</u>	<u>TOTALS</u>
<b>I. Formula Income*</b>			\$15,720 (5 students) \$262 Diff. tuition X 5 students X 12 credit hours (fall/spring)	\$25,152 (8 students) \$262 Diff. tuition X 8 students X 12 credit hours (fall/spring)	\$31,440 (10 students) \$262 Diff. tuition X 10 students X 12 credit hours (fall/spring)	\$72,312
<b>II. Other State Funding*</b>	0	0	0	0	0	0
<b>III. Reallocation of Existing Resources*</b>	0	0	0	0	0	0
<b>IV. Federal Funding* (In-hand only)</b>	0	0	0	0	0	0
<b>V. Other Funding*</b>	0	0	0	0	0	0
<b><u>TOTALS</u></b>	0	0	\$15,720	\$25,152	\$31,440	\$72,312

\*For more information, please refer to the accompanying *Anticipated Sources of Funding: Explanatory Notes and Examples*.

**Table 4. 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.

<b>Funding Category</b>	<b>Non-Formula Funding Sources</b>
<b>II. Other State Funding*</b>	#1
	#2
<b>III. Reallocation of Existing Resources*</b>	#1
	#2
<b>IV. Federal Funding*</b>	#1
	#2
<b>V. Other Funding*</b>	#1
	#2

\*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

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**Institution:** Texas A&M University

**Program to be Offered (include CIP code):** Master of Recreation and Resources  
Development; CIP Code: 31.01.01.00

**Type of Delivery (electronic to groups, off-campus face-to-face, electronic to individuals):**  
Distance, on-line and on-campus

**Start Date:** Fall 2012

**Contact (name, title, email, phone):**

Name: Michael A. Schuett

Title: Associate Professor

E-mail: mschuett@tamu.edu

Phone: 979-845-0872

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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.
- 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:

Title:

THECB 6/2010