New or Modified Graduate Doctoral
<u>Online</u> Major/Minor/Concentration

Proposal for New or Modified <u>Online/Remote</u> Graduate Doctoral Majors/Minors/Concentrations

New or modified academic program proposals are initiated and developed by faculty members. Approval of the proposal must be obtained from department chairs, college deans, and/or college curriculum committees before submission to Academic Affairs for review and consideration.

Directions: Please provide a concise but complete response to each section.

Program Location	
Degree Program Title	
CIP Code	
Proposed Delivery (% Online)*	
Proposed Delivery (% Remote)*	
Proposed Delivery (% On campus)*	
Enrollment Projections (Headcount)	
Proposed Implementation Date	
Emphasis	
Other SUS Programs	

*In determining the percentages of proposed delivery methods, please consult the following guidelines:

Remote courses (or remote Ph.D.) - Remote courses adhere to the fundamentals of face-to-face courses. Remote courses and experiences replace face-to-face classroom learning or other educational activities when face-to-face learning on campus in Gainesville is not physically possible for some students. Students participate synchronously with other students with instructors giving live lectures. These courses are not necessarily designed to optimize online learning, and some students may be participating at a distance while other students participate face-to-face simultaneously. Having students join a live lab meeting, for example, from a remote location while other students were in person, would be an example of a remote Ph.D. experience and not just an online/distance learning experience. Students conducting supervised research off campus is another example of remote work.

Online/Distance courses (or online Ph.D.) – Online courses are designed under the assumption that all instructors and students are generally separated by time or space. Students have the flexibility (generally) not to attend specific lectures at specific times. Further, the courses and educational activities have been specifically designed to be most effective for a distance audience and not just modified from a face-to-face course. For example, all students would participate in lab meetings via Zoom, lab trainings for students have been prepared for students to be watched asynchronously, etc.

Program Summary: (Briefly describe the proposed program or modification.)

1. Summarize the overall rationale for the new or modified academic program and consider the following in the response:

Academic Vetting	Please attach documentation of support for the proposal by the graduate faculty and college curriculum committee.
Faculty Capacity (overload) Faculty Expertise Student-Faculty Ratio	Will faculty teach students as part of a regular appointment or as overload (self-funded)? Do they have adequate capacity? What is the ratio of qualified doctoral chairs to the number of students, and will this change with the introduction of online programs? Role of adjuncts or other instructors?
Recruitment/Admissions	What is the strategy for recruitment and achieving target enrollment numbers?
Impact on International Student Enrollment and Funding	Indicate the international student population eligible for enrollment in this program, keeping in mind that online/remote programs cannot admit prospective international students who wish to attend the University of Florida in an F-1 visa status within the United States. For all other international student enrollment, please attach evidence of the consultation with UFIC regarding this program proposal.
Courses/Credits Student Learning Outcomes	What will the programmatic components of the degree/concentration be? (e.g., courses vs. research for credit) Synchronous vs. Asynchronous offerings.
Research Experience Integrity of Research Experience	How will the research experience be guided? How will access to faculty be ensured to support research productivity?
Academic Milestones	Are there any anticipated modifications to established milestones? Time to completion?
On-Campus/Online Student Experience	How will the program support equitable experiences for both on-campus and online students?
Student Funding	What is the funding strategy for students enrolled full-time? TA appointments for online students?
Technology	What technology will be required for these students? Software, etc.
Evaluation	What plans are in place to evaluate the program's success within a 3-5-year period?

Student Academic Support: (Briefly describe the strategy for student support.)

2. Summarize how the new or modified academic program addresses key student support concerns:

Orientation	How will students be oriented to the program, department, or institution?
Advising Strategy Mentoring Support	What will the advising/mentoring strategy be, including appointment of faculty to committees, etc.?
Community/Connection	How will the program provide a community-based experience for program students?
Travel/Conferences/Professional Development	In what ways will the department support student travel, conference engagement, and professional development?

Workforce and Economic Development Needs: (Briefly describe how the proposal meets workforce and economic needs.)

3. Summarize how the new or modified academic program works to meet workforce and economic development needs and consider the following:

Market Analysis of Need (industry/academia)	Is there a need for Ph.D.-level positions in either industry or academia?
Competing Programs	To what extent are there existing academic programs with the same focus and modality?
State vs. Self-Funding	How does the program anticipate being funded? Why? For guidance on obtaining self-funded status, please contact the Self-Funded Program Support Services Office: https://tnt.aa.ufl.edu/self-funded-program-support-services/contact-self-funded-program-support-services/.