

Prairie View A&M University

REQUEST TO OFFER EXISTING DEGREE PROGRAM VIA DISTANCE

Prairie View A&M University is seeking permission to offer its existing Master of Business Administration (MBA) degree program via the Internet beginning August 2008, in addition to being offered in the traditional face to face mode.

Prairie View A&M University (PVAMU) has been offering graduate business courses using electronic distance learning technology for a number of years. Our experience with off-campus and e-learning delivery systems has evolved into this proposal to deliver the Master of Business Administration program electronically via the Internet (the Online MBA).

Recent contact with current and prospective MBA students indicates a strong demand for such a delivery system. Our university's mission to advance quality graduate education throughout Houston, Texas and the world will be supported as we expand delivery to this new market segment using the Internet.

In support of this request, Prairie View A&M University offers the following information:

a. Describe the delivery system(s) to be used.

The core delivery platform of the Online MBA is WebCT, a popular and proven distance learning solution provided by Blackboard Inc. The university has worked with WebCT for several years with positive feedback from all stakeholders, most notably faculty and students. The Online MBA will augment the WebCT platform with a variety of communications tools, including traditional phone, fax, and e-mail modes, and additional software such as Camtasia – useful for recording tutorial sessions and lectures and delivering them via the Internet. In addition, the Prairie View Office of Distance Learning is exploring a license with illuminate.com, a virtual meeting system; this resource will be used by the Online MBA if it is available.

The design of the Online MBA builds upon the existing e-mail and Web browser skills typically possessed by students and by the faculty developing and delivering the courses. No special software is required to access the platform. The Web-intuitive approach will permit faculty to be able to custom design their particular course to meet their needs and those of their students. We expect most courses to be taught using our existing graduate faculty, rather than going to outside providers, maintaining the quality of the Online MBA. The university's Office of Distance Learning will provide individualized faculty training, course design and development and technical support. In addition, the Director of Graduate Programs and an online MBA Coordinator will monitor courses to ensure quality content and pedagogy.

b. Indicate Expected Enrollment for Five Years

The following 5-year projection assumes:

- 25 students with business-related undergraduate degrees will matriculate each Fall semester, taking two course per semester for six semesters.
- Each semester (Fall, Spring, Summer) 10 students without business-related undergraduate degrees will enter the program and take two online prerequisite courses per semester.

Time Period	Enrollment, Semester Credit Hours (SCH)
<p>Fall 2008- Summer2009</p> <p><i>In Fall 2008, a 25-student cohort with business related undergraduate degrees begins the 6-semester MBA program (graduating at end of Summer 2010).</i></p> <p><i>Each semester, 10 new students without business-related degrees enroll in online prerequisite courses.</i></p>	<p><u>Fall 2008</u> <i>Initial cohort of 25 students matriculates</i> 25 students take 2 courses, 3 SCH per course = 150 SCH <i>10 new students take online prerequisite courses</i> 10 students take 2 courses, 3 SCH per course = 60 SCH</p> <p><u>Spring 2009</u> <i>Fall 08 cohort's 2nd semester</i> 25 students take 2 courses, 3 SCH per course = 150 SCH <i>20 students take online prerequisite courses</i> 20 students take 2 courses, 3 SCH per course = 120 SCH</p> <p><u>Summer 2009</u> <i>Fall 08 cohort's 3rd semester</i> 25 students take 2 courses, 3 SCH per course = 150 SCH <i>30 students take online prerequisite courses</i> 30 students take 2 courses, 3 SCH per course = 180 SCH</p> <p>Total (Fall 2008 – Summer 2009) = 810 SCH</p>
<p>2009-2010</p> <p><i>In Fall 2009, a new 25-student cohort with business related undergraduate degrees begins the 6-semester MBA program (graduating at end of Summer 2011).</i></p> <p><i>Enrollment in prerequisite courses stabilizes at 30 students per semester.</i></p>	<p><u>Fall 2009</u> Fall 08 cohort's 4th semester: 2 courses 150 SCH New Fall 09 cohort matriculates: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Spring 2010</u> Fall 08 cohort's 5th semester: 2 courses 150 SCH Fall 09 cohort's 2nd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Summer 2010</u> Fall 08 cohort's last semester: 2 courses 150 SCH Fall 09 cohort's 3rd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p>Total (Fall 2009 – Summer 2010) 1440 SCH</p>
<p>2010-2011</p> <p><i>In Fall 2010, a new 25-student cohort with business</i></p>	<p><u>Fall 2010</u> Fall 09 cohort's 4th semester: 2 courses 150 SCH New Fall 10 cohort matriculates: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p>

<p><i>related undergraduate degrees begins the 6-semester MBA program (graduating at end of Summer 2012).</i></p> <p><i>Enrollment in prerequisite courses continues at 30 students per semester.</i></p>	<p><u>Spring 2011</u> Fall 09 cohort's 5th semester: 2 courses 150 SCH Fall 10 cohort's 2nd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Summer 2011</u> Fall 09 cohort's last semester: 2 courses 150 SCH Fall 10 cohort's 3rd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p>Total (Fall 2009 – Summer 2010) 1440 SCH</p>
<p>2011-2012</p> <p><i>In Fall 2010, a new 25-student cohort with business related undergraduate degrees begins the 6-semester MBA program (graduating at end of Summer 2012).</i></p> <p><i>Enrollment in prerequisite courses continues at 30 students per semester.</i></p>	<p><u>Fall 2011</u> Fall 10 cohort's 4th semester: 2 courses 150 SCH New Fall 11 cohort matriculates: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Spring 2012</u> Fall 10 cohort's 5th semester: 2 courses 150 SCH Fall 11 cohort's 2nd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Summer 2012</u> Fall 10 cohort's last semester: 2 courses 150 SCH Fall 11 cohort's 3rd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p>Total (Fall 2009 – Summer 2010) 1440 SCH</p>
<p>2011-2012</p> <p><i>In Fall 2010, a new 25-student cohort with business related undergraduate degrees begins the 6-semester MBA program (graduating at end of Summer 2012).</i></p> <p><i>Enrollment in prerequisite courses continues at 30 students per semester.</i></p>	<p><u>Fall 2011</u> Fall 10 cohort's 4th semester: 2 courses 150 SCH New Fall 11 cohort matriculates: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Spring 2012</u> Fall 10 cohort's 5th semester: 2 courses 150 SCH Fall 11 cohort's 2nd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p><u>Summer 2012</u> Fall 10 cohort's last semester: 2 courses 150 SCH Fall 11 cohort's 3rd semester: 2 courses 150 SCH 30 Students each take 2 prerequisite courses 180 SCH</p> <p>Total (Fall 2009 – Summer 2010) 1440 SCH</p>

Note: Maximum enrollment per course is 25 students. Should enrollment exceed projections, multiple course sections will be offered

Describe the geographic area to be served and if concurrence from affected institutions has been obtained.

The geographic boundaries of this program are limited only to those with adequate telecommunications support for Internet access. As such, there is no specific geographic area that describes the service area other than that specified by the availability of telecommunications infrastructure to support Internet operations. Consequently, “concurrence from affected institutions” is not appropriate for this globally-oriented initiative. Though we expect to draw a number of students from the local area surrounding Prairie View, including the Houston metropolitan area, there is no requirement for Online MBA students to attend any portion of the program at the PVAMU campus; hence we also expect to draw students from other parts of Texas, from the rest of the United States, and from other nations.

- c. Confirm compliance with Sections Subchapter E (Attach separately a certification of compliance statement)

Prairie View A&M University is in full compliance with THECB guidelines for distance education as stated in THECB Rules: *Chapter 4, Subchapter E*. PVAMU’s *Institutional Report on Distance Education and Off-Campus Instruction* has been approved by the Texas Higher Education Coordinating Board.

A certification of compliance statement is attached

- d. Attach in tabular format, a list of the courses to be taught, including course number and title; the number of semester credit hours for each; and the mode of instruction for each. Indicate which courses have already been developed as distance courses and the timeline for others to be developed as distance courses.

Attached is a list of the graduate courses that are related to the Online MBA. Some of these courses have been offered as online courses for several years.

- e. Attach a chart showing semester credit hour requirements for the program, including total SCH.

Attached is a chart showing semester credit hour requirements for the program, including total SCH.

- f. Attach a roster of instructional staff, following the format required by the Southern Association of Colleges and Schools. Address impact of the program on teaching loads.

Attached is a roster of instructional staff.

Also, describe faculty training to develop and deliver distance courses.

The Prairie View Office of Distance Learning will supervise instructional training activities associated with the Online MBA. Online MBA faculty will be WebCT certified; at PVAMU this requires at least two training sessions and an acceptable score on a WebCT certification exam. The Office of Distance Learning will supervise continuing training for faculty who are already certified to increase their expertise. In addition, faculty champions—those skilled in WebCT usage—will be used as peer support for less experienced faculty.

Address impact of the program on teaching loads

The normal teaching load for a full-time faculty is twelve semester credit hours (4 undergraduate or 3 graduate courses). However, depending on the level of courses (graduate vs. undergraduate), new course/program development, research expectation, and other administrative duties, the course load is reduced for tenure track faculty and graduate faculty to nine hours (3 undergraduate or 2 graduate courses). Teaching loads will be unaffected by the Online MBA (except in cases of temporary course reductions which may occur when an online course is developed and taught for the first time).

- g. Describe the evaluation plan to be used, addressing SACS criteria.

Planning Process

The planning process for any new program or for program changes is continuous and originates with the faculty, (represented by the COB Graduate Faculty Committee). The process includes the Dean of the College of Business, Department Heads, Graduate business program director, Coordinator (newly appointed) and the Graduate Committee (and graduate faculty) in the College including external and advisory councils, and the College of Business Dean's Advisory Board. The final recommendations from the University Graduate Council and the Dean of the Graduate School will be approved by the Provost and Vice President for Academic Affairs.

Assurance of Learning

Assessment of programs is an essential part of our operations, planning and continuous improvement efforts. The College of Business conducts assurance of learning assessment at the course and program level using methodology consistent with SACS and AACSB. Program-level assessment includes exposition of program learning goals, direct assessment of program learning objectives, and closing-the-loop actions that use assessment results to improve student learning outcomes. The Chair of the College of Business Assessment Committee will oversee this assurance of learning process. Furthermore, the College conducts narrative student opinion surveys (SOS) for each course in addition to the multiple choice SOS (online) required by the University. The narrative SOS surveys will be adapted for online use. Feedback from each of these assessments will be used to identify areas of strengths and weaknesses and appropriate actions will be taken to address the weaknesses of online courses.

Online MBA Program Learning Goals

- a) **Mastery of Content:** Graduates will demonstrate an ability to think critically and to solve business problems.

- b) Teamwork: Graduates will demonstrate an ability to work well together in a virtual environment.
- c) Ethics: Graduates will have an ethical perspective
- d) Global Perspective: Graduates will be knowledgeable in global business issues
- e) Communications: Graduates will demonstrate an ability to be effective communicators.

Monitoring and Evaluating Online Classes

The Director, Graduate Programs in Business will serve as the liaison between the department heads, faculty and graduate students. The Program Director will collaborate with the department heads to ensure that all logistical, technological, and instructional needs are met.

Procedures for Evaluating Faculty Teaching Online

Procedures for evaluating faculty teaching online will be the same as those used at the main campus. These are:

- a. Teaching effectiveness will be evaluated each semester by the students enrolled into respective courses using two online instruments, namely, the University SOS (Student Opinion Survey) and the College of Business open-ended survey.
 - b. Department Heads and program Director and Coordinator will also monitor and evaluate faculty online teaching, including periodic visits WebCT course sites.
 - c. Each full-time faculty will be evaluated each year on teaching, research and service as part of the annual performance expectations evaluation.
 - d. Using TrueOutcomes.com, student work will be uploaded for assessment purposes.
- h. Attach Cost Estimate Form that indicates *additional* costs associated with this request and sources of funds to meet the costs.

Attached is an instructional telecommunications (IT) cost estimate form. No additional non-IT-related costs are to be incurred as a result of this proposal. Current funding and tuition levels are sufficient to support this program.

- i. Describe the arrangements made to share educational resources through consortia with other institutions, if any.

There are no plans to use any resources from any other institution. This proposed the educational resources already allocated to meet our mission will support the program.

- i. Additional information that would be useful in evaluating this request.

j. EXECUTIVE SUMMARY

Request to Offer the Existing Master of Business Administration Program Via the Internet

This proposal requests that Prairie View A&M University (PVAMU) receive authority to deliver the existing Master of Business Administration program via the Internet (the Online MBA),

while maintaining the traditional campus-based MBA program. Offering an online capability will allow students desiring a masters degree that opportunity when they are unable to come to campus. The expansion from on-campus only to Internet delivery permits PVAMU to further expand access to the citizens of Texas to a high-quality, cost-effective graduate business administration program.

The major characteristics of the proposal:

- Extends current web-based course offerings
- Requires modest additional funding
- Expands access to higher education to a new market segment
- Builds on an established base of students already taking online courses
- Assists faculty with one-on-one course design, development and delivery
- Adds a projected 1,800 semester credit hours of graduate enrollment annually to PVAMU, helping to meet enrollment goals established by *Closing the Gaps* and PV's *Academic Development Initiative*.

The Online MBA in Perspective

Selected faculty members of the College of Business at PVAMU have been offering graduate courses via the Internet for many years. Feedback from these courses has been very positive, based on faculty and student feedback and enrollment numbers. During this period, improvements in technology and software have been made, and potential students have become increasingly web-savvy. PVAMU's Office of Distance Learning is adept at providing and supporting the WebCT (Blackboard) Learning Management System, providing faculty with a high-quality, student-oriented platform for online course delivery. Indeed, high-quality educational experiences are more readily obtained than in past years, employing trained faculty using WebCT augmented with other web-based learning delivery systems.

The College of Business faculty has deliberately expanded its online offerings one course at a time, maintaining best practices in conjunction with Office of Distance Learning support. The department is requesting expansion of authority to offer the MBA degree in order to expand graduate enrollment, consistent with the mission of PVAMU, consistent with the state's *Closing the Gaps* initiative, and consistent with PVAMU's *Academic Development Initiative*

PVAMU is in full compliance with Chapter 4, Subchapter E of the Rules and Regulations of the Texas Higher Education Coordinating Board. Further, the Online MBA conforms to the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically. The Online MBA meets or exceeds the quality standards of the Association to Advance Collegiate Schools of Business (AACSB) and of the Southern Association of Colleges and Schools (SACS) .

Although a modest increase in funding is required to implement this program, expected tuition and fee revenue from newly acquired online MBA students will substantially exceed the modest cost of the program.

Attachment
List of Courses to Support Offering the MBA Program via the Internet

	Hrs	Instruction Mode	Timeline for Development as an Internet Course
Prerequisite Courses (only for students without undergraduate business degree)			
ACCT 5003, Concepts of Accounting	3	Internet	Spring 2008
ECON 5003, Concepts of Economic Analysis	3	Internet	Already Developed
FINA 5003, Concepts of Finance	3	Internet	Spring 2008
FINA 5013, Legal Environment of Business	3	Internet	Spring 2008
MRKT 5003, Concepts of Marketing	3	Internet	Spring 2008
MGMT 5003 Concepts of Management	3	Internet	Spring 2008
MGMT 5113, Business Statistics	3	Internet	Already Developed
TOTAL	21		
Core Courses			
ACCT 5103, Managerial Accounting	3	Internet	Spring 2008
MISY 5203, Managerial Communication	3	Internet	Spring 2008
MISY 5513, Management Information Systems	3	Internet	Already Developed
ECON 5103, Managerial Economics	3	Internet	Already Developed
FINA 5103, Theory of Financial Management	3	Internet	Spring 2008
MGMT 5103, Organizational Behavior	3	Internet	Spring 2008
MGMT 5123, Quantitative Analysis	3	Internet	Spring 2008
MGMT 5433, Production and Operations Management	3	Internet	Spring 2008
MGMT 5323, Strategy and Policy	3	Internet	Spring 2008
MRKT 5303, Marketing Management	3		Already Developed
TOTAL	30		
Elective Courses (select any two)			
FINA 5313, Investment Management and Analysis	3	Internet	Spring 2009
ECON 5313 International Trade and Business	3	Internet	To be determined
FINA 5333, International Finance	3	Internet	To be determined
MGMT 5343, Human Resource Management	3	Internet	To be determined
MGMT 5613, Special Topics	3	Internet	To be determined
MRKT 5313 International Marketing	3	Internet	Spring 2009
MGMT 5353 Entrepreneurship and Innovation	3	Internet	To be determined

Not all courses available as electives in the traditional MBA program will be offered online. However, the online course offerings will be sufficient to guarantee that a student enrolled in the Online MBA can complete degree requirements over any 24-month period.

Attachment
Semester Credit Hours Requirements for the Online MBA

Matriculant has a bachelor's degree in a non-business discipline:

7 Prerequisite Courses @ 3SCH	=	21 SCH
10 Core Courses @ 3 SCH	=	30 SCH
2 Elective Courses @ 3 SCH	=	6 SCH
Total	=	57 SCH

A student whose undergraduate program includes some subject content equivalent to the prerequisite courses may be exempted from selected courses. A student may also receive an exemption from specific prerequisite courses through examination or transfer.

Matriculant has a bachelor's degree in a business discipline:

10 Core Courses @ 3 SCH	=	30 SCH
2 Elective Courses @ 3 SCH	=	6 SCH
Total	=	36 SCH

Attachment
Roster of Instructional Staff

Name	MBA Courses Taught	List of Academic Credentials, Qualifications, and Competencies	Other Qualifications or Experience
Balijepally, VenuGopal	MISY 5103	Ph.D. U. of Texas - Arlington 2006	
Bell, Reginald	MISY 5203	Ph.D. U. of Missouri – Columbia 1997	
Chen, Wenshin		Ed.D. University of Houston 2005; Ph.D. U. of South Australia, 2008	
Chong, Gin	ACCT 5003, ACCT 5103	Ph.D. University of Sheffield 1998	CA
Debnath, Sukumar	MGMT 5103, MGMT 5323	D.B.A. Mississippi State Univ. 1988	
Gupta, Omprakash	MGMT 5433, MGMT 5323, MGMT 5123, MGMT 5113	Ph.D. Purdue University 1980	
Feucht, Fred	ACCT 5003	Ph.D. Texas A&M University 2004	CPA
Handforth, Frank	FINA 5313, FINA 5103	Ph.D. University of Mississippi 2003	CFA
Hill, Jeanne	MRKT 5003, MRKT 5303	Ph.D. University of Alabama 1976	
Huang, Henry	ACCT 5003, ACCT 5103	Ph.D. University of Houston 2005	JD; CPA
Joonas, Kishwar	MRKT 5303, MRKT 5313	D.B.A. Louisiana Tech Univ. 2004	
Khan, Moosa	FINA 5003	Ph.D. Simon Fraser University 1986	
Langley, Sonja	ECON 5103	Ph.D. Auburn University 2003	
Lee, Brian	ACCT 5103	Ph.D. Temple University 1994	CPA
Mahfouz, Ahmed	MISY 5103, MISY 5513	Ph.D. Texas A&M University 2004	
Opara, Emmanuel		D.B.A. Golden Gate University 1995	
Quazi, Rahim	ECON 5313	Ph.D. University of Illinois 1999	
Quddus, Munir		Ph.D. Vanderbilt University 1985	
Robinson, Sammie	MGMT 5353	Ph.D. University of Kansas, 2002	
Tandon, Sudhir		Ph.D. Texas Tech University 1995	
Vanakumari, Manoj	MGMT 5113	Ph.D. U. of Texas – Dallas 2007	
Vetter, William	FINA 5013	LL.M. The National Law Center 1986	JD
Williams, Michael	ECON 5003	Ph.D. Rice University 1996	

Attachment

INSTRUCTIONAL TELECOMMUNICATIONS COSTS ESTIMATE FORM

I. COSTS (2008-2009)

<u>Category</u>	<u>Estimated Cost</u>
Acquisition Costs	_____
Distribution Costs	_____
Personnel*	
Faculty (12 courses, development @ \$3,500/course)	__\$42,000____ (one time)
Administrative	_____
Support (Secretarial, etc.)	_____
Student Support Services (TA, \$12/hourx10hours/week, 50 wks)	__\$6,000____ (annual)
Equipment and Facilities	_____
Maintenance and Operation	_____
Supplies and Materials	_____
Other (specify); Bandwidth usage (12 month@\$160/m); annual (Account No. 224539 - Distance Learning Fee)	__\$1,920____ (annual)
TOTAL COSTS*	\$49,920

(The one time development and maintenance expenses associated with this program will be covered from the COB Graduate Incremental Tuition Account No: 112040)

II. INCOME (2008-2009; Annual, based on SCH count)

<u>Category</u>	<u>Estimated Income</u>
State Appropriations (810 SCH x \$59.02 Formula funding)	__\$47,806____
Local Funds**	_____
Other State Funding** (COB differential tuition; \$20 SCH)	__\$16,200____
Reallocation of Existing Funds**	_____
Federal Funds**	_____
Other Funding** (Univ. DE fee, \$33/SCH)	__\$26,730____
TOTAL REVENUES:	\$90,736

*Include cost of faculty and an estimate of the pro-rated cost of administrative and support personnel directly involved in instructional telecommunications activity.

**Specify source(s)

CERTIFICATION STATEMENT

Prairie View A&M University certifies that the Master of Business Administration degree to be delivered electronically via the Internet (the Online MBA) meets the standards and criteria established in *Chapter 4, Subchapter E* of the rules and regulations of the Texas Higher Education Coordinating Board. Those standards include:

1. Instruction must meet the quality standards that an institution requires of similar instruction offered on-campus to regularly enrolled students.
2. Courses that offer either regular college credit or Continuing Education Units must do so in accordance with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
3. Students must satisfy the same requirements for admission to the institution, to the program of which the course is a part, and to the class/section itself, as are required of on-campus students.
4. Faculty must be selected and evaluated by the same standards, review, and approval procedures used by the institution to select and evaluate faculty responsible for on-campus instruction. Institutions must provide training and support to enhance the added skills required of faculty teaching classes via instructional telecommunications.
5. The instructor of record must participate in the delivery of instruction and evaluation of student progress.
6. The graduate faculty of the institution must approve providers of graduate-level instruction.
7. All instruction must be administered under the authority of the same office or person administering the corresponding on-campus instruction. The supervision, monitoring, and evaluation processes for instructors must be comparable to those for on-campus students.
8. Students must be provided academic support services including academic advising, counseling, library and other learning resources, tutoring services, and financial aid that are comparable to those available for on-campus students.
9. Facilities (other than homes as instructional telecommunications reception sites) must be adequate for the purpose of delivering instruction that is comparable in quality to on-campus instruction.