

This document provides example replies to questions asked in the pre-proposal stage of new academic program approval. These examples may be used as a guide for completion of future pre-proposals. Many of the examples have been taken from pre-proposals previously entered into KPPPS. Others were developed by combining responses from several proposals or augmenting responses with additional information.

Mission Tab

1. Provide a brief description of the program.

The B.A. in Population Health is a liberal arts approach to population health and will provide students with social science career interests and orientations a competitive advantage in obtaining employment in rapidly expanding health and health care fields through an emphasis on understanding relationships between the global and political economy, social problems and inequalities, and the health and wellbeing of populations, as well communication, problem solving and critical thinking skills. The PPH B.A. will also provide an advantage to students who plan to continue their education through graduate or professional programs. The degree combines existing coursework in the Colleges of Arts and Sciences and Public Health and draws on the combined expertise of faculty with a diversity of interests in the health of populations in Kentucky, the U.S. and globally.

Another example:

We propose to create a nationally distinctive Master's degree in Space Systems Engineering (MSSE) at Morehead State University to support the U.S. aerospace, electronics, telecommunications, and electrical engineering industries as well as the needs of government, national defense, and homeland security. Specifically, we propose to create and implement an innovative Master's Degree program in Space Systems Engineering focusing on applied nanosatellite technologies and space mission operations.

Space Systems Engineering is closely related to aeronautical engineering which is a subset of aerospace engineering. Aerospace incorporates aircraft and spacecraft engineering while aeronautical engineering focuses primarily on spacecraft. Space Systems Engineering is distinct from aeronautical engineering in that it not only incorporates spacecraft development but also incorporates satellite ground station engineering and operations – hence the use of the more encompassing term "space systems".

The MSSE is designed to produce engineers who desire to work in the space sector of the aerospace industry, particularly in the areas of communications and electronics, or who wish to pursue Ph.D. programs in related areas.

2. What are the objectives of the proposed program?

1) To respond to the increasing need in the Commonwealth (and in the US more broadly) for proficient speakers of world languages. Since 9/11 the government has been increasing investment in language education to increase speakers of world languages; Kentucky also has seen an increasing number of immigrants over the last 10 years.

2) *To prepare students to participate in the increasingly global culture of the 21st century.*

3) *To prepare graduates for a variety of professional careers that require cultural sensitivity and linguistic ability, including NGOs, government agencies, diplomatic corps, business and finance, museums and other art organizations, etc.*

3. Explain how the objectives support the institutional mission and strategic priorities, the statewide [postsecondary education strategic agenda](#) , and the statewide strategic implementation plan.

Institutional mission: The proposed degree is aligned with the mission and values of the university, especially as the program features academic outreach and partnerships with business and industry. The graduates of this degree program will embody the ten Characteristics of the Murray State University Graduate. I don't like this one.

- 1) *statewide strategic agenda: The Bachelor of Science in Music Business will address two areas of the statewide postsecondary education strategic agenda: "research, economic, and community development" and "efficiency and innovation." The music industry is directly related to the quality of life in all venues as it constitutes the business side of the entertainment industry. Whether through performance, music recording, music publishing, educational outreach, or media broadcasting, the elements of the music industry are ubiquitous in their presence. The field of music business is a relatively new field. Many currently employed in the field are either business specialists or musicians because this hybrid area of study did not exist when they were in college.*
- 2) *strategic implementation plan: As we have moved into the digital world, the entire musical industry has seen radical changes. Innovation, flexibility, and new ways of thinking are essential to graduates as they enter the job market. A degree in music business will not only respond to changes in the music industry, but will also serve as the incubator for new concepts and processes in the creation and transmission of our musical culture. Efficiency and innovation: Does this program increase academic productivity through program innovations? Does this program maximize the use of postsecondary and adult education resources? look at the examples from the MIT programs we recently reviewed. they did a good job with this*

Quality Tab

1. What are the intended student learning outcomes of the proposed program?

The faculty at WKU has designed the proposed criminology major and coursework to further awareness and understanding of social causes and consequences of human behavior, including criminal offending, victimization, and the social forces that influence society's reaction to these phenomena. We do not intend for the proposed major program to provide practice-oriented or vocational knowledge that is the purview of in-service training provided by occupation-specific agencies and criminal justice programs. Instead, we intend the proposed major program to give graduates a broader theoretical and substantive background more readily applicable to a variety of career fields both inside and outside the field of criminal justice.

While faculty designed the core courses in the major to develop intellectual competency progressively, enough significant parallels exist among each course such that students build upon skills that each class reinforces over time. We have therefore chosen to illustrate the objectives by dividing them into three groups: 1) those specific to our 200-level introductory course, 2) those primarily associated with the two courses focusing on scientific research and analysis, and 3) those related to the four substantive upper-level courses. I think this is a confusing example, since they have it broken down by course level.

Upon completion of the Introduction to Criminal Justice Studies course, students will be able to:

- 1) *Understand and analyze the three central components of the criminal justice system - the police, the courts and the law, and the correctional system;*
- 2) *Understand and analyze both community and institutional responses to crime, and both formal and informal means of social control;*
- 3) *Apply such basic systemic understanding to explain the cyclical nature of the criminal justice system (as influenced by societal change), and the problems and potential solutions associated with such instability;*
- 4) *Analyze more substantive and complicated issues associated with the criminal justice system, such as police discretion, police community relations, expectations and limitations of the role of each agency in crime control, accountability within the system, and changing trends in the field;*

Upon completion of Strategies of Research Methods and Social Statistics, students will be able to:

- 5) *Understand and apply research methodologies utilized by social scientists to examine and explain the complexities of the social world overall and crime problems specifically;*
- 6) *Apply quantitative and qualitative methodologies of social research to investigate social problems;*
- 7) *Understand and apply statistical techniques used to analyze social phenomena;*
- 8) *Apply statistical techniques in academic and everyday settings;*
- 9) *Analyze social problems to ensure proper utilization of scientific methodologies and statistical techniques.*

Upon completion of Social Deviance, Criminology, Juvenile Delinquency, and Penology, students will be able to:

- 1) *Understand and analyze how deviant labels are constructed and applied by society and how criminologists and sociologists conceptualize social deviance for the purpose of scientific inquiry;*
- 2) *Understand and analyze the influence of societal context (both historical and contemporary) on regional, national, and international crime trends;*
- 3) *Understand and analyze the structural and cultural roots associated with empirically-demonstrated*

correlates of crime, offending, and victimization (such as age, race, gender, social class, etc.) at the individual, community, national and international level;

- 4) Apply the knowledge about crime correlates to principles of social justice/real and perceived inequality in the criminal justice system and to criminal participation and victimization;*
- 5) Understand and analyze historical and contemporary micro and macro theories of criminal offending and victimization, as well as the societal contexts that lead to theory development;*
- 6) Analyze what criminological and sociological theories propose relating to the causes of crime and deviance;*
- 7) Apply individual criminological and sociological theories to policy development and evaluation within the criminal and juvenile justice systems;*
- 8) Evaluate the core issues and explanations specifically related to juvenile delinquency/youthful offending;*
- 9) Evaluate the challenge of corrections within the cyclical nature of the systems of justice.*

2. How will the program support or be supported by other programs within the institution?

The Radiologic Science Program will share some courses with the Respiratory Care and Health Science Programs. All three programs are housed in the Department of Allied Health. Faculty from the department met to discuss curricular issues and identify resources that could be shared. Healthcare providers are increasingly relying more upon experienced leaders and technical innovations to improve the quality of patient care, reduce costs and comply with state and federal regulations. These factors illustrate the need for well-educated workers in health care and educational settings. Collaboration and interdisciplinary focus between academic areas will be critical to the delivery of a quality curriculum.

The program will also require continued internal collaboration from the Biology and Physics departments at NKU for supporting courses. BIO 208, 208L, 209 and 209L and PHY 110 are already included in the associate degree program. Therefore, no additional seats will be required in these courses. The Departments of Mathematics and Statistics, Chemistry and Business Informatics have been contacted regarding STA 205, CHE 115 and INF 355 respectively. The three department chairs have indicated their support for the inclusion of these courses in the curriculum. Most of the students in the current associate degree program take STA 205 and INF 355, as they continue on in the Health Science Program following completion of the associate degree program. It is anticipated that no additional seats will be needed in those courses.

3. Will this program replace or enhance any existing program(s) or specializations within an existing program?

The proposed program in Convergent Media will replace three tracks that are currently part of the B.A. in Communication. The tracks being replaced are Communication Studies, Leadership Studies and Public Relations. This realignment results from extensive conversations with representatives from the industries that employ our graduates.

6. Are new or additional faculty needed? Yes/No

Yes

If yes:

Funding has been provided within the college for two new faculty lines to support this program, beginning Fall 2013. The dean of the college has also committed funds for two additional faculty lines beginning Fall 2014.

Demand Tab

1. Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

Student Demand (Every program must provide systemic evidence of student demand.)

Past surveys of Radiologic Technology Program (associate degree) graduates indicated their interest in continuing their education. In 2005, we developed the Health Science Program to give graduates of the associate degree Radiologic Technology Program a mechanism by which they could earn a bachelor's degree in a health-related program. The number of graduates who continued their education in the Bachelor of Health Science program has steadily increased. In 2006, approximately 34.8% of students went on to earn a BS degree, while 80% of the program's current students plan to continue their education and earn a bachelor's degree. The proposed BSRS program differs from the Health Science Program, as it offers students the opportunity to expand both knowledge and clinical experience in an advanced imaging modality.

In advising meetings with program faculty, the majority of our pre-radiologic science majors have expressed an interest in earning a BS degree. A survey (n = 52) of pre-radiologic science majors conducted in 2011 by the Office of Institutional Research indicated 55.8% (29 out of 52) would have been very likely to enroll in a baccalaureate degree program if it were available.

Academic Need (Programs must provide evidence of Academic Need and/or Employer Demand.)

The American Society of Radiologic Technologists (ASRT) is the professional organization for radiologic sciences. According to the Bachelor of Science in Radiological Sciences (BSRS) core curriculum drafted in 2012, "The ASRT recognizes the baccalaureate degree as the professional level of radiologic science education. The need for sophisticated imaging management and leadership to respond to the clinical, organizational and fiscal demands facing the health care industry supports the creation of advanced educational and skill development opportunities for imaging and therapeutic practitioners... The proposed BSRS core curriculum continues to expand areas found in the entry-level radiography curriculum, such as critical thinking human diversity, research and communication skills. Students at the BSRS level engage these topics with more depth and breadth, resulting in a broader knowledge base and skill set than the entry-level radiographer." www.asrt.org

The Radiologic Technology Program's Advisory Board met in October, 2012 and supported a move from an Associate of Applied Science in Radiologic Technology to a BSRS. Managers at the program's clinical sites indicated their preference would be to hire graduates with a BSRS and increased knowledge of and experience with advanced imaging modalities.

The proposed program follows the ASRT BSRS core curriculum. The current associate degree Radiologic Technology Program has 81 hours in its curriculum. Since this number of credit hours exceeds the required 60 hours needed for an associate degree, it is not feasible to add any more content. The curriculum of the

proposed program allows for expansion of the areas identified as necessary by the ASRT, clinical managers, radiography educators and students.

Employer Demand

National:

According to the March/April 2012 Occupational Outlook Handbook published by the Bureau of Labor Statistics, the number of allied health professionals needed by 2020 will increase at a rate of 21%, faster than the average rate of 14%. This indicates a growth of 48,600 jobs with a median salary of \$55,910 per year by the year 2020. At a time when the population is aging and advances in the treatment of chronic and acute disease is increasing, the need for appropriately educated professionals to meet the employment needs for the future is evident.

State:

The [CareerOneStop – U.S. Department of Labor, Employment and Training Administration](#) projects a 25% increase in growth by 2020, with 180 jobs becoming available each year, having a median salary of \$47,000.

Region:

The [Kentucky Labor Market Information](#) projects a 20% (63 positions) growth in the Northern Kentucky area (compared to 8.4% for all occupations) in Radiologic Technologist positions by the year 2018, with a mean salary of \$22.23 per hour.

2. Specify any distinctive qualities of the program.

The BHP will be the first undergraduate public health degree offered in the state by an accredited School of Public Health. College faculty guides millions of dollars annually in collaborative research, with funding sources ranging from NIH and CDC, to the Robert Wood Johnson Foundation. This extramural funding provides numerous opportunities for students to participate in the conduct of some exciting, innovative and ground-breaking research. Access to faculty in five additional UK health careers colleges and numerous Centers and Institutes further expands opportunities for students. Distinguished faculty members include Borders, Clayton, Crosby, Holsinger, Mays, Sanderson, Scutchfield, and Wyatt. (There are many ways to be distinctive. This is just one example.)

3. KPPPS will populate a table with information regarding existing similar programs. Review this list and answer the following.

If similar programs exist:

- Does the proposed program differ from existing programs in terms of curriculum, focus, objectives, etc.?

The only similar program is the Public Health, Health Education track housed at Western Kentucky University (WKU). These two programs both provide health-related curricula, yet each program offers very different course work and specialty areas. The MuSU program will offer tracks in Gerontology,

Healthcare Administration, and Nonprofit Leadership. While all of these programs provide a health education foundation, each program offers very different applications of the seven areas of responsibility for health educators.

- Does the proposed program serve a different student population (i.e., students in a different geographic area, non-traditional students) from existing programs?

This program will serve a different student population. The closest program is at Gateway CTC which is 64 miles away. Other programs are also outside the geographic region -- Bluegrass (65 miles away), Ashland (77 miles away), and Big Sandy (111 miles away). Extensive conversations with the other programs in the state resulted in an agreement to offer some courses online from a single institution, thus avoiding duplication of efforts.

- Is access to existing programs limited?
 - *Although there are similar programs at other institutions, they are taught in a face-to-face format only. Since this program will include online courses, we have initiated conversation with the other program within the state to develop agreements on sharing online courses.*
- Is there excess demand for existing similar programs?
 - *The program at the University of Kentucky had 310 applicants in the fall of 2012, 15 were accepted, while Western Kentucky University had 145 applicants and accepted 12.*

Advanced Practice Doctorate Tab

An advanced practice doctorate is a doctorate designed to meet the workforce and applied research needs of a profession. If your program is of this type, please address the following.

1. Does the curriculum include a clinical or experiential component?

Clinical practica are an essential part of doctoral training in clinical psychology, affording students an opportunity to practice clinical skills taught in the classroom. Every student in the program will begin their practicum training in our Department Psychology Clinic. This provides both a valuable service to the community and a training opportunity for our students. These practicum positions are part-time through the first four years of the program. During the fifth year of training, each completes a full-time internship position with an external, APA-Accredited internship. Here is a list of current practicum placement sites for our current Master's program. These placements will also work as clinical training positions for the doctoral program. Sites in our service region are starred:

Eastern Kentucky University Psychology Clinic
Eastern Kentucky University Counseling Center*
Baptist Health Richmond*
Mayfield Elementary School*
Madison County Comprehensive Care Center*
Estill County Comprehensive Care Center*
The Adanta Group (Somerset)*
Cumberland River Comprehensive Care (Laurel County)*
Northpoint Training Center (Kentucky Department of Corrections)*
Office of Disabilities- Eastern Kentucky University*
American Health and Wellness Institute
Blackburn Correctional Institute (Kentucky Department of Corrections)
Fayette County Detention Center
Pathways (Montgomery County)
Pathways (Bath County)
Sunset Childhood Home
The Ridge
Horn & Associates
Comprehend Inc.
Lexington Forensic Neuropsychiatry.*

2. Describe how the doctorate builds upon the reputation and resources of the existing master's degree program in the field.

The EKU Psychology Department, and the M.S. Clinical Program in particular, has a long history of preparing students to provide behavioral health care services in traditionally underserved regions, including rural Kentucky. All four of our graduate programs are viable, well-established programs and both the Clinical Psychology M.S. and School Psychology Psy.S. degree programs are nationally accredited (there is no accrediting body for I/O or General Psychology programs). Nearly all of the curricular and other training elements necessary to support a doctoral program are already in place, including:

- * A well-established network of community practicum placements
- * A thriving and well-respected training clinic (the ECU Psychology Clinic)
- * A research infrastructure adequate for the needs of an applied program
- * Opportunities for training in two high-demand specialty areas not available at other state institutions: developmental disabilities and deafness/mental health
- * Resources to develop a program emphasis on rural mental health which is well-suited to the needs of ECU's service region
- * Resources to provide training in mental health administration
- * Resources to provide training in school-based mental health services and in how to support and work effectively with school psychologists
- * Resources to provide training in working with veterans and their families
- * A readily available pool of doctoral level practitioners to serve as adjunct faculty teaching advanced specialty seminars and supervising clinical practicum placements
- * Five APA-accredited doctoral clinical internship sites in Kentucky (including a consortium in rural Eastern Kentucky)

The Psy.D. program would reflect an expansion and refocusing of the existing Clinical Psychology M.S. Program curriculum. The current clinical curriculum would be supplemented with courses already being offered by the Psychology Department for our other graduate programs, new doctoral-level courses, additional practicum and internship hours, and by electives offered by other ECU departments. The content and structure of the existing courses would be adjusted to reflect the rigor and standards of a doctoral-level program. Policies and procedures for student training and assessment already in place for the Clinical Psychology M.S. program would be adapted to meet the needs of the doctoral program.

3. Explain the new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies that necessitate a new doctoral program.

There are no new practice or licensure requirements in the profession or requirements by specialized accrediting agencies that necessitate the new doctoral program. However, the rationale for establishing the Psy.D. degree in the late 1960s was that "Psychological knowledge....had matured enough to warrant creation of explicitly professional programs along the lines of professional programs in medicine, dentistry, and law." Thus, the model was established to complement, rather than compete with, the Ph.D. degree. Growth of Psy.D. programs has been rapid; there are currently over 90 Psy.D. programs in the U.S. (65 in clinical psychology), and since the mid-1990s Psy.D. programs enrolled three times as many students as did Ph.D. programs. All 50 states license practitioners holding either the Ph.D. or Psy.D. degrees and the major accrediting body for clinical psychology programs, the American Psychological Association (APA), accredits both types of programs. APA's guidelines for accreditation are, in fact, the same for both degrees.

4. Explain the impact of the proposed program on undergraduate education at the institution. Within the explanation, note specifically if new undergraduate courses in the field will be needed, or if any courses will be cut.

The Psy.D. program is designed to integrate undergraduates to a significant extent. Involving undergraduates in clinical and research activities and, where feasible, in the formal course work (via a limited number of 500/700 level courses) will help the department make the most efficient use of faculty resources and help prepare ECU undergraduates for graduate-level training. Moreover, the presence of doctoral students in graduate assistantship positions will stimulate and support ECU's faculty research programs and provide additional opportunities for involving ECU's undergraduates in research. It will help

prepare ECU psychology undergraduates for graduate-level training. For example, vertical clinical teams headed by a faculty mentor would include advanced and beginning graduate students and advanced undergraduates. The teams would provide supervision for students at all levels working in the ECU Psychology Clinic and in selected field placements. Work on the clinic team could serve as a laboratory experience for selected undergraduate courses (e.g., PSY 405 Interviewing). Advanced graduate students would gain experience in providing clinical supervision. Additionally, having doctoral students in the ECU Psychology Clinic will allow expansion of mental health services to the community and provide additional opportunities for undergraduate clinical psychology co-op placements. This program will not require new undergraduate courses in the field. (any other examples we can pull from? The Ed.D. at Murray have any good stuff?)

5. Provide evidence that funding for the program will not impair funding of any existing program at any other public university. For example:

Because no Psy.D. programs exist at any other public university and because of the sustained and strong demand for doctoral training in psychology, the Psy.D. at ECU will not impair funding for existing programs at ECU or at other public institutions in Kentucky. The demand for training, coupled with the growing need for qualified psychological practitioners, far exceeds the capacity of existing programs. The proposed new faculty line will include undergraduate teaching responsibilities as well as teaching in the Psy.D. program.

- ***You must obtain financial and enrollment data from institutions with similar programs and include a summary of this information in your pre-proposal.***
- ***You must also obtain a letter from institutions with similar programs, stating that there will not be an impact on their existing programs. In your pre-proposal, please note which institutions have provided the letters. Those letters will be provided to CPE in the full proposal stage.***

Cost Tab

A. Funding Sources by year of program

Insert information for funding sources for the first five years of the proposed program. Something about providing narratives

- Total Resources available from Federal Sources
 - *BCTC has received an NFS grant for \$150,000 to implement this program. These funds will be used for the planning and implementation of the program. Continued funding will result from tuition generated by the program and savings from the closing of the Environmental Health Program.*
- Total Resources Available from Other Non-State Sources
 - *UK will receive \$100,000 per year in private donations to fund an endowed chair position.*
- Total Resources Available from State Resources
 - *\$250,000 was dedicated in the 2014 biennial budget for program implementation.*
- Total Resources Available from Internal Allocation/Reallocation
 - *In addition to the revenue generated by tuition in this program, \$147,000/year will result from salary savings resulting from the closing of the Culinary Science program.*
- Total Resources Available from Student Tuition
 - *We project 30 students will be admitted to the program each year. In year 1 of the program, that results in 360 credit hours per semester. After that, the program will generate 720 credit hours per semester. At the current tuition and fees of \$144/credit hour for in-state students, this results in \$103,680/year.*

B. Breakdown of Budget Expenses/Requirements.

Insert information for budget expenses/requirements for the first five years of the program.

- Staff
 - Executive, administrative, and managerial
 - Other Professional
 - Faculty
 - Graduate Students
 - Student Employees

Two full-time faculty members will be required to operate this program. One will be funded for years 1-3 through the NFS grant. The second and the remaining years of the first will be funded by tuition generation and reallocation of funds from salary savings generated by the reduction of the number of faculty in political science.

- Equipment and Instructional Materials

Funds for start-up equipment and instructional materials will result from a private donation and non-recurring allocation from the institutional budget. Recurring funds are being allocated for the equipment/instructional material needed for continuation of the program.

- Library

\$1000 of new library materials will be needed for the implementation of this program. The library has a recurring budget for the purchase of new materials. These items have been projected into their future budgets.

- Academic and/or Student Services

\$5700/semester will be allocated from Perkin's funds for tutoring of students in this program by staff hired in our tutoring center.

- Faculty Development

In order to initiate this program, the faculty/staff will require professional development in excess of the normally budgeted amounts. The Provost has provided a non-recurring budget of \$5000 to finance these experiences, which will include attendance at the national conference, workshops hosted regionally by the national organization, and seminars provided at the institution by experts in the field.

- Faculty Space and Equipment

- *Since 2 new faculty will be hired, office equipment will be required to fill existing space.*

Assessment Tab

Program Review and Assessment

Describe the program's plan for assessing student learning. The description should include plans for annual evaluation of program-level student learning outcomes.

1. Identify both the direct and indirect methods by which the intended student learning outcomes will be assessed.

Relevant data will be collected at the end of each semester and results tabulated in June each year. The department chair will be responsible for coordinating the assessment and sharing results with faculty. Before the start of Fall classes, the Department Chair will be responsible for leading department faculty efforts to use the data to make programmatic improvements as needed, and for interacting with program faculty from other departments.

Direct Measures

For each SLO #1, #2, #4, #5 an appropriate assignment will be designed by the faculty teaching each course listed in the course map below. Data will be collected by individual faculty teaching each course. The faculty have worked together to develop a common rubric for this assessment.

For SLO #3, the thesis and final oral presentation produced in the capstone course will be used for assessment. The program coordinator, in conjunction with program faculty, will develop thesis and oral presentation rubrics, collect data every semester and compile results at the end of every academic year.

Targets for the above: For each SLO, the target is that 80% or more of our students will perform at the "competent" level or above.

Indirect Measures

Near the end of the capstone course, a survey will assess each student's experience, including perceptions of his or her mastery of program learning outcomes. Retention, persistence and graduation rates will be monitored, and feedback from employer surveys will be considered.

Course Mapping (See previous page for student learning outcome statements)

SLO#1: PSY 121 (introduced), PSY 321 (developed), PSY 499 (mastered)

SLO#2: PSY 121 (introduced; pretest administered); PSY 223, PSY 321, PSY 421, PSY 465 (developed); PSY 499 (mastered; posttest administered)

SLO#3: PSY 121 (introduced); PSY 223, PSY 421 (developed); PSY 499 (mastered; thesis & oral presentation administered)

SLO#4: PSY 121 (introduced); PSY 321, PSY 421 (developed); PSY 465, PSY499 (mastered)

SLO#5: PSY 121 (introduced); PSY 223, PSY 321, PSY 465 (developed); PSY 421, PSY 499 (mastered)