

Form 11 Moderate Degree Change Proposal Questionnaire

PART A Fundamental Information Required for all Moderate Degree Change Proposals

- 1 Institution Name: Washington State University
- 2 Institutional Endorsement of Moderate Degree Change Proposal by Chief Academic Officer



4-24-09

Endorsement by Chief Academic Officer (Signature)

Date

Print Name and Title Warwick M. Bayly, Executive Vice President and Provost

3 Contact Information (Academic Department Representative):

Name: Phyllis Erdman, PhD

Title: Chair, Department of Educational Leadership and Counseling Psychology

Address: PO Box 642136, WSU, Pullman WA 99164-2136

E-mail: perdman@wsu.edu

Telephone: 509-335-9117

Fax: 509-335-6961

4 Degree Title Change:

Current title (pre-change): Option in BS Kinesiology

Proposed title (post-change): BS Athletic Training

Start date(s) for new degree(s): Fall 2009

End date(s) for old degree(s): N/A

Note: the degree title consists of three elements: level, type, and major. For example, a BA in Psychology is a bachelor (level) of arts (type) degree in Psychology (major).

5 Type of Change Requested (Check One):

- Conversion of eligible options, specializations, or concentrations into degrees
- Consolidation of two or more eligible degrees into a single new degree
- Change in level of an eligible program's degree designation
- Other (describe): _____

Note: "Other" changes need to be accompanied by a formal written exception request.

6 Rationale for Treatment of Change as a Moderate Degree Change

Why should the proposed degree change be categorized as a moderate degree change rather than a change requiring a full proposal for a new degree program?

Elevation to its own named degree program is mandated by the specialized accrediting entity, the Commission on Accreditation of Athletic Training Education (CAATE).

7 Accreditation

7a What kind(s) of program-specific accreditation are available?

7b What program-specific accreditation has been obtained or will be obtained, and when?

(If program-specific accreditation is available but will not be obtained, explain.)

7c How will the proposed program change affect program-specific accreditation?

(For example, will the program's accreditation change? Will the program change allow the program to retain its existing accreditation?)

Elevation to its own named degree program is mandated by the specialized accrediting entity, the Commission on Accreditation of Athletic Training Education (CAATE).

8 Other Basic Information

8a Will the degree-granting unit change?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If yes, what are the old and new degree-granting unit names?

If no, what is the ongoing name?

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8b Will the CIP code change?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If yes, identify old and new CIP codes: _____

If no, identify ongoing CIP code: 51.0913

8c Concentrations, options, or specializations

- Will not change
- Will change as follows: _____

8d Location(s) and mode(s) of delivery (check one):

- Will not change
- Will change as follows: _____

NOTE: Changes in location or addition of distance delivery must be accompanied by a Location Notification of Intent (LNOI).

8e Scheduling (day, evening, weekend) and attendance options (full-time, part-time):

- Will not change
- Will change as follows: _____

8f Have any of the programs involved in the change been involved in previous MDCPs?

<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
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If yes, which programs, which MDCPs, and when?

9 Short Form Questions for Externally Mandated Changes9a

<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
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The institution certifies that the proposed change is mandated by an external accrediting, licensing, or other regulatory authority and that the proposed change will not affect the program's degree level, curriculum, or faculty, and will not have an adverse impact on any student's learning experience.

If yes, describe the mandate and state its effective date:

"The Commission on Accreditation of Athletic Training Education (CAATE), in agreement with the National Athletic Trainers Association (NATA), will require that by 2014-2015 academic year, individuals entering the profession must have a degree in athletic training. This means that, by 2014-2015, individuals completing entry-level programs in athletic training must be awarded a degree in athletic training. In regard to the type of degree to be required, as long as the degree is in Athletic Training and titled as such, each institution may determine the type of degree awarded (e.g. Bachelor of Athletic Training, Bachelor of Science in AT); however, the degree title may not be dually-tagged with any other major. . . . ATEPs are reminded that the goal here is for all degrees awarded to athletic trainers to be recognized for what they are -- ONLY Athletic Training." (Commission on Accreditation of Athletic Training Education)

Important instruction:

If the answer to question #9a is yes, answer question 9a and skip the rest of the questionnaire, including #9b and all of Part B.

The intent here is to capture, as simply as possible, externally mandated changes requiring a stand-alone degree or new title, but not a change in degree level.

9b

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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(For changes in degree level only.) Is the change in degree level externally mandated?

Important instruction:

If the answer to question #9b is yes, then Part B question #10 is optional.

If the answer to question #9b is no, then Part B question #10 is required.

Part B questions #11-16 are required in both cases.

PART B Additional Information Required for Certain Proposals**Important instruction:**

For the sake of flexibility, the HECB will allow institutions the option of responding to Part B questions either by filling out the questionnaire completely, or by addressing the “yes or no” components of the Part B questions within the questionnaire form itself and addressing the other informational requirements by attaching a unified narrative response. If the institution chooses the unified narrative response approach, it must still submit Part B of the questionnaire, with answers to all “yes or no” questions clearly indicated.

*For questions requiring more than just a “yes or no” answer, the institution may elaborate in an attached unified narrative response, rather than in the body of Part B of the questionnaire. All such **narrative elaboration must be cross-referenced to specific questions in the questionnaire.***

For example, an institution electing to use the unified narrative response approach would fill out question #14c by checking “yes” and making a cross-reference statement such as “See narrative, page 5, paragraphs one and two.”

10 Rationale for Change

Provide a rationale for making the proposed change at the proposed time, including:

- An overview describing the proposed change (including what is changing and why).
 - A history of relevant, existing, pre-change programs and a description of how they have evolved over time.
 - A description of how the change will benefit students and employers in the changing workplace.
 - A description of the community need for the proposed moderate degree change.
 - A description of how the proposed change will align with or help implement the Statewide Strategic Master Plan for Higher Education.
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11 Projected Enrollment:

Year 1 (enter year here _____) FTE: _____
 Full Enrollment (year _____) FTE: _____

12 Cost of the Change:

Start-up \$ _____ Explain: _____
 Source: \$ _____ State FTE
 \$ _____ Self Support
 \$ _____ Other - Explain: _____

Ongoing \$ _____ Explain: _____
 Source: \$ _____ State FTE
 \$ _____ Self Support
 \$ _____ Other - Explain: _____

NOTE: Report only those start-up and ongoing costs attributable to the change.

13 Evidence for Student and Employer Need

(Enrollment/graduation data for existing program(s) and other data, if appropriate)

13a Name of Pre-Change Program _____
 (one table for each program involved; submit additional tables as attachments, as needed)

Table 13.1 Enrollment and Graduation Statistical History

	Year	# of Qualified Applicants (If available)	# of Admission Offers (If available)	Total Enrollment (FTE)	# of Graduates (Headcount)	Job Placement Rate (If available)
Current Year						
1 Year Ago						
2 Years Ago						
3 Years Ago						
4 Years Ago						
5 Years Ago						

- 13b What percentage of program graduates, on average, pursues higher degrees after graduation (if available)? _____
- 13c What percentage of program graduates, on average, obtains employment appropriate to their training (if available)? _____
- 13d Provide other evidence of student and employer need, if appropriate (for example, if the data requested in 13a-13c may not be a good indicator of future need).

- 13e If the proposed change involves a degree level change that is not externally mandated, provide additional evidence for student and employer need for degrees at the post-change degree level. The additional evidence must be similar to that which would be provided in a full proposal for a new degree.

Notes:

13.1 The data in item 13 is intended to serve as a proxy for the student and employer need data

required in a full proposal for a new degree.

13.2 The year column in table 13.1 is for academic years.

14 Pre- to Post-Change Comparisons

14a Will the target student audience change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, compare and contrast the pre- and post-change target audience of students, noting any changes.

14b Will the admission requirements change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, compare and contrast the pre- and post-change admission requirements, noting any changes. Also, if pre-requisite courses are changing, list and describe the changes.

14c Will the learning objectives change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, compare and contrast the pre- and post-change learning objectives for students, noting any changes.

14d Will the normal time to graduate change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, summarize changes.

14e Will the faculty change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, provide a paragraph or two summarizing faculty changes. Include a summary of significant anticipated changes in faculty personnel. Include a summary of significant anticipated changes in faculty qualifications. For example, if a degree program is changing level from a baccalaureate to a master's program, will the proposed new master's program feature a higher level of full-time tenure-track faculty holding doctoral degrees than the baccalaureate program that it is replacing?

14f If the answer to 14e is yes, fill out the following program faculty table:

Table 14.1 Faculty FTE Changes

Number of FTE Provided for Program(s) by:	Pre-Change # of FTE	Post-Change # of FTE
Full-Time Tenure-Track Faculty with Highest Degree at: Doctoral Level Master's Level Other (describe other degrees or qualifications)		
Full-Time Non-Tenure-Track Faculty with Highest Degree at: Doctoral Level Master's Level Other (describe other degrees or qualifications)		
Part-Time Faculty with Highest Degree at: Doctoral Level Master's Level		

Other (describe other degrees or qualifications)
Total FTE for program(s)

Description of other degrees or qualifications, if applicable:

Full-time tenure-track faculty _____

Full-time non-tenure-track faculty _____

Part-time faculty _____

14g Will the facilities change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, summarize changes.

14h Will the curriculum change?

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
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If yes, provide a paragraph or two summarizing curriculum changes. Include total number of credits pre- and post-change, and specify how many credits pre- and post-change are required and elective.

Attach a table such as example table 14.2, in which a Developmental Psychology option within a BA Psychology degree is being converted to a BA in Developmental Psychology.

Table 14.2 Curriculum Changes - EXAMPLE

Required Courses for Post-Change Program		
Course Number		Credits
DPSY 300 (formerly PSYCH 300)	Intro to Developmental Psychology	5
*DPSY 305 (formerly PSYCH 305)	Early Development (formerly Early Childhood Psych)	5
*DPSY 307 (new course)	Psychology of Adolescence	4
Etc.		Etc.
Total Required Credits		45
Elective Courses for Post-Change Program		
*SOC 310 (new elective)	Sociology of Families with Young Children	3
Etc.		Etc.
Total Elective Credits		45
Total Credits in Program		90

Important instructions for Table 14.2

- Please attach a similarly formatted table that includes all of the elements in table 14.2.
- For each course, note changes in parentheses.
- Put an asterisk (*) in front of new courses and courses with curricula that will change significantly.
- Add notes to describe changes not easily captured in a tabular format.

15 Internal Analysis

Briefly describe the internal analysis upon which the MDCP is based. Include:

- Dates of most recent program review and program-specific accreditation review.
- Indication of whether the analysis is based on a program review and/or program-specific accreditation review.
- Description of institutional personnel, committees, or other groups that have been involved with the change, and their roles.

Note: The analysis does not have to be based on program review or program-specific accreditation review, but if it is not, indicate what other information the analysis is based on.

16 External Expert

- 16a Attach a statement or report from an external expert from a peer institution or a program-specific accrediting body indicating whether the proposed changes:
- Would result in a program that:
 - Has an appropriate degree title and degree level.
 - Demonstrates a coherent design, with depth, breadth, and curriculum appropriate for the degree title and level.
 - (For conversions only) Makes sense as a separate major.
 - Are consistent with trends in the field.
 - Are responsive to recent or anticipated changes in regulatory, licensing, or accreditation requirements.
- 16b Attach a brief description of the external expert's qualifications. The external expert must be selected in accordance with the same guidelines used in selecting external experts to review full proposals for a new degree program.