

September 7, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Bachelor of Arts/Bachelor of Science in English Teaching Composite with Emphases in American Studies, Literature, and Writing

Issue

Utah State University (USU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) in English Teaching Composite with Emphases in American Studies, Literature, and Writing effective in spring 2017. The institutional Board of Trustees approved the degree on May 6, 2016.

Background

The proposed BA/BS in English Teaching Composite was conceived as a robust program to prepare graduates to teach English at the secondary level. Whereas current USU English Teaching majors complete a 42-credit-hour program in English with a teaching minor of at least 18 credit hours, the English Teaching Composite degree is proposed at 61 credit hours in English with no requirement for a teaching minor. This expanded 61-credit-hour English component recognizes the complexity and depth of the discipline and would broadly prepare students for secondary school teaching positions that require wide-ranging content knowledge. Students in the English Teaching Composite program would be able to choose an emphasis in American Studies, Literature, or Writing. English Education faculty at USU developed the program with considerable input from students, and the final proposal received strong support from the full English faculty.

USU anticipates one-third to one-half of its English Teaching majors would be attracted to the proposed English Teaching Composite degree, while the option would remain for students to pursue the current teaching major/teaching minor pathway. Given the strong likelihood of continuing teacher shortages in Utah and elsewhere, programs that produce highly-qualified graduates are paramount. Courses, faculty, funding, and other resources in the English and secondary education programs at USU are all in place to provide English Teaching Composite students with comprehensive and rich experiences in the academic subject matter, assessment, classroom management, pedagogy, etc.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah State

University's request to offer a BA/BS in English Teaching Composite. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah State University to offer a Bachelor of Arts/Bachelor of Science in English Teaching Composite with Emphases in American Studies, Literature, and Writing.

David L. Buhler
Commissioner of Higher Education

DLB/GVB
Attachment

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Utah State University requests approval to offer the following Baccalaureate degree(s): English Teaching Composite effective Spring 2017. This program was approved by the institutional Board of Trustees on May 6, 2016.

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The English Education program prepares students towards professional licensure and preparation in the teaching of secondary-level English. Students become versed in their academic subject matter (language, writing, literature, and multimedia); skilled in the methods of teaching the various components of the English curriculum and classroom management techniques; and committed to the achievement of all students. The English Teaching Composite offers a robust menu of courses, all within English, which recognizes the complexity and depth of English Studies. Students may choose among American Studies, Literature, and Writing for an emphasis. No teaching minor is required with a composite teaching major.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

USU's mission serves the public through learning, discovery, and engagement. As part of the land grant institution mission, programs are delivered to students on campuses across the state of Utah. USU's program for teacher licensure is nationally accredited. Teacher education draws on both theoretical and practice-based research in which students prepare to teach the next generation effectively and equitably.

Current Teaching Composite Teaching Majors at USU include Social Studies; Biological Sciences; Earth Sciences; Physical Sciences; Agricultural Education; Art Education; Music Education; Mathematics and Statistics Education; Theater Arts; Family and Consumer Sciences Education; Technology and Engineering Education.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The current English Teaching Majors complete 42 credits for their degree and then take a teaching minor (minimum of 18 but usually higher). The English Education Student Advisory Group within USU's Department of English is in favor of an alternative composite degree. (A composite is the combination of two or more majors and can come from majors within the same department; several exist already at USU, particularly for teaching.) The composite, proposed at 61 credits, offers options to combine emphasis areas within the department (American Studies, Literature, Writing). Capacity exists in these areas to accommodate English Teaching students.

A "super" major in English Teaching helps these future teachers prepare more broadly for teaching English at the secondary level, particularly in light of new Core Curriculum State Standards (CCSS). The existing major/minor option will continue to exist. However, it should be noted that a teaching minor no longer meets the "highly qualified teacher" standard set by NCLB. The professional advisor for the English Teaching program estimates that about one-third to one-half of majors will find the Composite attractive. For students who decide not to continue in English Teaching, it provides an easier option to move into the second major and still graduate on time. In terms of capacity issues, the advisors counsel that this change could be helpful in some areas that could use additional enrollment.

The traditional combination of a teacher major and teaching minor often exceeds 60 credits. The English Teaching Composite is set at 61 credits for completion and includes a clinical experience paired with an English methods course. This option likely means that students can graduate more efficiently.

This program was proposed by the English Education faculty within the Department of English. It was discussed with English Teaching majors at large and with the English Education Student Advisory Group in particular (two different groups over 2014-2016). The proposal was discussed and approved by the department's academic coordinating committee and then brought before the entire department as a whole for a vote, which was unanimously positive.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

In Utah, demand for teacher education programs remains high. More than 30 percent of Utah teachers will retire in the next 10 years. Along with the loss of so many experienced teachers, Utah's population continues to grow at nearly twice the national average. Utah's student enrollment grew from 540,000 in 2007 to more than 680,000 students by 2014. At the same time, Utah needed 44,000 new teachers to meet this burgeoning population, according to a *Utah Educator Supply and Demand* study by Utah State University. A serious teacher shortage crisis is a likely possibility.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The English Education faculty and the professional advisor assessed student interest and demand and estimate that about 1/3 of the programs current enrollment (n=150) would opt for the composite degree if offered. Some students will continue with the teaching major/teaching minor pathway. Others choose to complete two teaching majors (most often true for English + language teaching majors).

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Within USHE, only one other composite degree in English Teaching exists: Southern Utah University. It is a composite that combines English Teaching and Creative Writing. The USU English Teaching Composite is complementary as its emphases include American Studies, Literature, and Writing (creative, technical, and rhetoric).

Composite Teaching Majors at Other Universities

- Southern Utah University: Composite degree in Secondary Education/Creative Writing - 88 credits
 - http://catalog.suu.edu/preview_program.php?catoid=8&pooid=2489&returnto=1034
- Black Hills State University: Composite degree in Communications/English Teaching - 54 credits
 - http://catalog.bhsu.edu/preview_program.php?catoid=17&pooid=1869&hl=%22English%22&returnto=search
- West Texas A&M University - 60-65 credits
 - <http://www.wtamu.edu/webres/File/Student%20Support/Advising/2014-2015%20Degree%20Checklists/FAH/>

- Sam Houston State University - BA in English; "minor" in Secondary Education
 - <http://www.shsu.edu/undergraduate-catalog/2012-2014/english/index.html>

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

USU already offers an English Teaching degree on its campuses and through Distance Education. The English Teaching Composite is a more robust option for those seeking a degree in teaching English. As a result, no impact on other programs within USHE is envisioned.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

No external review was solicited.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Minimum GPA for Graduation: 2.75 within major courses; 2.0 USU cumulative (2.75 USU cumulative required for admission to STEP); 2.75 career total (for licensure)

Secondary Teacher Education Program (STEP) Requirements: 3.0 USU cumulative required; 3.0 career total (for licensure)

Minimum Grade Accepted: C (no pass/fail) in major courses; B- in STEP courses (Note: C- or better in Quantitative Literacy (QL) course required by the Secondary Education Program)

Number of Required Credits: 61 (64 if required to take ENGL 1410 - Grammar)

Admission Requirements

List admission requirements specific to the proposed program.

Minimum GPA for Admission: 2.75 within all English courses (other than ENGL 1010, ENGL 2010, CLEP, AP, etc.); 2.75 USU cumulative (including courses taken for another USU major); 2.75 career total (including transfer credits) for new transfer students

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?

Existing administrative structures support the proposed program, and no new organizational structures will be required to deliver the program. Because the program uses existing curriculum, faculty, and staff, the program is ready to be delivered immediately.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Existing faculty (and new hires that are replacing retiring faculty members) are sufficient to support this program. No graduate teaching assistants are associated with this pre-professional program.

Staff

Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.

Because this new composite teaching major relies on existing curriculum, faculty, and staff, no new resources are needed in staff lines.

Student Advisement

Describe how students in the proposed program will be advised.

The Department of English has an advisor dedicated to advising students in the English Teaching program. The numbers of teaching majors are not envisioned to change, as the students will simply opt to continue the traditional English Teaching major or opt for the English Teaching Composite.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

Existing library and information resources already exist that support the current program. Additionally, the English Education faculty have integrated digital literacy intentionally in all of its pre-professional courses.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Program Objectives are listed at this site: http://english.usu.edu/files/uploads/assessment%20reports/E_Ed_Learning_Objectives.pdf.

Assessment of English Education and a historical overview of annual reports beginning in 2010, can be found at this link: <http://english.usu.edu/htm/about/assessment>.

The most recent report on Data-Based Decisions is at this site: http://english.usu.edu/files/uploads/assessment%20reports/E_Ed_Data_Based_Decisions.pdf. This report demonstrates how the English Education faculty gather information about the program, use that information to improve the program, and then continue the cycle in a spirit of continuous improvement.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Marketable skills

1. Employment as an English teacher at the secondary level (following licensure through the STEP program administered through the School of Teacher Education and Leadership).

Standards

1. Understand reading and writing as socially constructed practices.
2. Know about and be able to use a variety of instructional strategies to meet students' diverse needs.
3. Be able to promote collaborative relationships among students and between students and teacher.
4. Know about and be able to select age-appropriate course materials.
5. Know about and be able to select age-appropriate literature, including adolescent literature.
6. Know about and be able to use technological aids in the teaching of literature and writing.
7. Be able to design and implement effective lesson plans and course curricula.
8. Have classroom management skills.
9. Understand and be able to use assessment strategies appropriate to the subject matter and the age and diversity of students.

These standards are drawn from the National Council of Teachers of English (NCTE). These standards also lead to and support Utah Effective Teaching Standards once these pre-service teachers are employed in the field following graduation and licensure: <http://www.uen.org/k12educator/uets/>.

Formative Assessment

1. Student work is graded within the courses during the semester.

2. Formative assessment is solicited from students during the course.
3. The professional advisor offers suggestions and career advice during the course of a student's undergraduate career.

Summative Assessment

1. Students assess the English Education program through a Qualtrics survey constructed to provide feedback on the effectiveness of the program.
2. Students assess their own growth in areas such as Information Technology and Ethics through course-by-course surveys delivered at the end of each pre-professional course.
3. Students (seniors) are assessed annually in capstone projects that also provide information to the faculty of the program in a spirit of continuous improvement.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					31
Required Courses					
+	-	ENGL 2600		Literary Analysis	3
+	-	ENGL 3470		Approaches to Research in English Studies (OI)	3
+	-	ENGL 3500		Literacy, Community, and Service Learning	3
+	-	ENGL 3510		Teaching Young Adult Literature (CI)	3
+	-	ENGL 4200 or 4210		Linguistics	3
+	-	ENGL 4300		Shakespeare	3
+	-	ENGL 4500		Teaching Writing (CI)	3
+	-	ENGL 4510		Teaching Literature	3
+	-	ENGL 4520		Teaching Literacy in Diverse Classrooms	3
+	-	ENGL 4530	X	English Clinical Experience	1
+	-	Culture Explore		ENGL 2210 or 2630 (choose one) (BHU)	3
+	-	Writing Explore		ENGL 3400, 3420, 3430, 3440, 4400, or 4410 (choose one)	3
Required Course Credit Hour Sub-Total					34
Elective Courses					
+	-			SCED and SPED courses apply to teaching licensure by Utah	
+	-			State Board of Education	
+	-				
+	-	SCED 3100		Motivation and Classroom Management	3
+	-	SCED 4210		Assessment and Curriculum Design	3
+	-	SCED 5500		Student Teaching Seminar	2
+	-	SCED 5630		Student Teaching in Secondary Schools	10
+	-	SPED 4000		Education of Exceptional Individuals	2
+	-				
+	-			General Electives	8
+	-			May include ENGL 1410 Elements of Grammar in lieu of passing	
+	-			grammar competency examination or may include language	
+	-			courses needed to meet Bachelor of Arts degree requirements	
Elective Credit Hour Sub-Total					28
Core Curriculum Credit Hour Sub-Total					93

Can students complete this degree without emphases? Yes or No

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		American Studies	
<input type="radio"/> + <input type="radio"/> -			American Studies Foundation Courses	9
<input type="radio"/> + <input type="radio"/> -			3 courses selected from 5 disciplinary areas: American History &	
<input type="radio"/> + <input type="radio"/> -			Government, 54 course options; American Literature & Folklore,	
<input type="radio"/> + <input type="radio"/> -			21 course options; American Social Sciences, 25 course options;	
<input type="radio"/> + <input type="radio"/> -			American Environmental Studies, 17 course options; American	
<input type="radio"/> + <input type="radio"/> -			Arts, Media & Communication Studies, 30 course options	
<input type="radio"/> + <input type="radio"/> -			Literature and Folklore Courses	15
<input type="radio"/> + <input type="radio"/> -			2 from 33xx (American focus) - literature elective 3305 or higher	
<input type="radio"/> + <input type="radio"/> -			(American focus) - literature elective 4xxx or 5xxx (American focus)	
<input type="radio"/> + <input type="radio"/> -			- World Writers (required) - Folklore	
<input type="radio"/> + <input type="radio"/> -			Writing Elective	3
<input type="radio"/> + <input type="radio"/> -			ENGL 4540 Teaching Creative Writing or ENGL 5430	
<input type="radio"/> + <input type="radio"/> -			Professional Writing Capstone - other options include ENGL 3080,	
<input type="radio"/> + <input type="radio"/> -			3400, 3410, 3420, 3430, 3440, 3450	
Emphasis Credit Hour Sub-Total				27
Total Number of Credits to Complete Program				120
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Literature	
<input type="radio"/> + <input type="radio"/> -			Literary History Courses	15
<input type="radio"/> + <input type="radio"/> -			6 credits from Lit of Americas: ENGL 3355, 3365, 3375	
<input type="radio"/> + <input type="radio"/> -			6 credits Lit of British Isles: ENGL 3305, 3315, 3335, 3345	
<input type="radio"/> + <input type="radio"/> -			3 credits from World Lit: ENGL 3385, 3395	
<input type="radio"/> + <input type="radio"/> -			Authors and Genres	9
<input type="radio"/> + <input type="radio"/> -			9 credits from ENGL 3520, 4310, 4320, 4330, 4340, 4350, 4360,	
<input type="radio"/> + <input type="radio"/> -			5300 - 1 literature course must be numbered 3305 or higher and	
<input type="radio"/> + <input type="radio"/> -			1 literature course must be numbered 4xxx or 5xxx	
<input type="radio"/> + <input type="radio"/> -			Writing Elective	3
<input type="radio"/> + <input type="radio"/> -			ENGL 4540 Teaching Creative Writing or ENGL 5430 Professional	
<input type="radio"/> + <input type="radio"/> -			Writing Capstone	
Emphasis Credit Hour Sub-Total				27
Total Number of Credits to Complete Program				120
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Writing	
+ -			Literature Courses	12
+ -			2 from 33xx or higher - literature elective 3305 or higher -	
+ -			ENGL 3520 Multicultural American Literature - ENGL 3385 World	
+ -			Literary History (Pre-1900) - literature elective 4xxx or 5xxx - World	
+ -			Literature	
+ -			Writing	15
+ -			ENGL 3080, 3400, 3410, 3420, 3430, 3440, 4400, 4410, 4540,	
+ -			5430	
Emphasis Credit Hour Sub-Total				27
Total Number of Credits to Complete Program				120
Remove this emphasis				

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The English Teaching Composite offers students seeking a career teaching in secondary schools a solid foundation in English courses in addition to the ability to focus on one particular area: American Studies, Literature, or Writing. English Studies is a rich area with several subfields, including folklore, technical communication, gender studies, and ethnic studies. Students have flexibility in several areas to tailor the curriculum to their particular interests. Students graduate with a degree in English Teaching; licensure is obtained through the STEP program in the School of Teacher Education and Leadership.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Academic Prose (CL1)	3	ENGL 2010: Intermediate Writing (CL2)	3
ENGL 2600: Literary Analysis	3	ENGL 2210 or 2630 (Culture Explore) (BHU)	3
STAT 1040: Introduction to Statistics (preferred)	3	Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3
Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3	Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3
Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3	Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3
Total	15	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ENGL 1410: Elements of Grammar (or General	3	ENGL 3305, 3315, 3335, or 3345 (British Lit)	3
ENGL 3305, 3315, 3335, or 3345 (British Lit)	3	ENGL 3355, 3365, or 3375 (American Lit)	3
ENGL 3355, 3365, or 3375 (American Lit)	3	ENGL 3385 or 3395 (World Lit)	3
ENGL 3400, 3420, 3430, 3440, 4400, or 4410	3	ENGL 3510: Teaching Young Adult Literature (C	3
ENGL 3500: Literacy, Community, and Service	3	ENGL 4xxx or 5xxx (Literature Course)	3
Breadth (BAI, BCA, BLS, BPS, BSS, or Explora	3	Depth (DSC or DSS)	2
Total	18	Total	17
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
ENGL 3470: Approach to Research (QI)	3	ENGL 4500: Teaching Writing (CI)	3
ENGL 3520: Multicultural American Literature	3	ENGL 4520: Teaching Literacy in Diverse Class	3
ENGL 4200 or 4210: Linguistics	3	ENGL 4530: English Clinical Experience	1
ENGL 4300: Shakespeare	3	ENGL 4570 or 5430 (Teaching Creative Writing	3
ENGL 4510: Teaching Literature	3	ENGL 4xxx or 5xxx (Literature Course)	3
		General Elective	2
Total	15	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
SCED 3100: Motivation and Classroom Manag	3	SCED 5500: Student Teaching Seminar	2
SCED 4210: Assessment and Curriculum Desig	3	SCED 5630: Student Teaching in Secondary S	10
SPED 4000: Education of Exceptional Individu	2		
Depth (DSC or DSS)	2		
General Elective	3		
Total	13	Total	12

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	25	5	1
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			15
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	///	///	35
Staff: Full Time			5
Staff: Part Time			2

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Benjamin	Gunsberg	TT	PhD	University of Michigan	50%	
	Steven	Shively	T	PhD	University of Nebraska	75%	
	Sonia	Manuel-Dupont	T	PhD	University of Kansas	20%	
	Joyce	Kinkead	T	EdD	Texas A&M University - Commerce	75%	
	Jessica	Rivera-Mueller	TT	PhD	University of Nebraska	100%	
	Genevieve	Ford	TT	PhD	University of Illinois	25%	
	Amy	Piotrowski	TT	PhD	Florida State University	50%	
	Brock	Dethier	T	PhD	University of Virginia	10%	
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time					
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	452	452	462	462	467	472
# of Majors in Proposed Program(s)	////	150	160	160	165	170
# of Graduates from Department	120	120	115	120	124	130
# Graduates in New Program(s)	////	2	6	10	15	20
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$462,808	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$10,000	\$0	\$0	\$0		
Other:						
TOTAL PROGRAM EXPENSES	////	\$0	\$0	\$0		
TOTAL EXPENSES	\$472,808	\$472,808	\$472,808	\$472,808		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$472,808					
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING	////	\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$472,808	\$472,808	\$472,808	\$472,808		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

No new expenses are associated with this proposed program since the English Teaching major already exists.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

No reallocations are necessary since this is an expansion of an existing program that does not increase demands on the curriculum, faculty, or staff.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are needed.