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the Provost
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TOWSON.EDU

April 2, 2019

James D. Fielder, PhD.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Secretary Fielder,

Please find enclosed a proposal to offer a new program at Towson University, the **Master of Arts in Dance Education**.

This 36-credit program meets a workforce need to provide certified public school dance teachers a part-time option for obtaining Maryland's "Advanced Certificate". By offering a part-time format, this program will remove one obstacle full-time teachers face when returning to school and ensure no lost work time is required.

With 167 current dance teachers in Maryland and 45% of Anne Arundel County Public School teachers needing the "Advanced Certificate", Towson University's program will be positioned to serve this need. It is also expected other counties and new professionals will be attracted to this program.

We respectfully request the Commission's consideration of this proposal.

Sincerely,

Melanie L. Perreault, Ph.D.
Provost and Executive Vice President for Academic Affairs

MLP/maw

cc: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, USM
Dr. Janet DeLany, Dean of Graduate Studies
Dr. Greg Faller, Associate Dean, College of Fine Arts and Communication
Dr. Westley Forsythe, Director, Accreditation and Compliance Services
Dr. Susan E. Picinich, Dean, College of Fine Arts and Communication

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Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Towson University

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

 Payment ☒ Yes
 Submitted: ☐ No

 Payment ☒ R*STARS
 Type: ☐ Check

Payment Amount: \$850.00

Date Submitted:

Department Proposing Program

Dance

Degree Level and Degree Type

Master of Arts

Title of Proposed Program

Dance Education

Total Number of Credits

36

Suggested Codes

HEGIS: 1008-01

CIP: 50.0399

Program Modality

☒ On-campus ☐ Distance Education (*fully online*) ☐ Both

Program Resources

☒ Using Existing Resources ☐ Requiring New Resources

Projected Implementation Date

☒ Fall ☐ Spring ☐ Summer Year: 2019

 Provide Link to Most
Recent Academic Catalog
URL: <https://catalog.towson.edu/graduate/>

Preferred Contact for this Proposal

Name: Westley Forsythe, PhD.

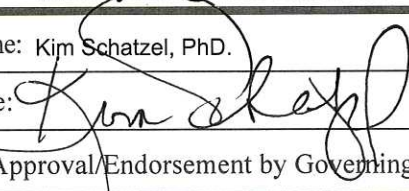
Title: Director, Accreditation and Compliance Services

Phone: (410) 704-3312

Email: wforsythe@towson.edu

President/Chief Executive

Type Name: Kim Schatzel, PhD.

Signature: 

Date: 4/4/19

Date of Approval/Endorsement by Governing Board:

N/A

Revised 12/2018

Towson University
Department of Dance

New Program Proposal

Master of Arts in Dance Education

Executive Summary

A. Centrality to institutional mission statement and planning priorities

The Masters of Art in Dance Education (MADE) fulfills a critical need in public school dance education by providing flexible part-time graduate study within the discipline of dance not currently available to certified dance teachers employed full-time in the State of Maryland who need to qualify for the Advanced Certificate within 5 years of Initial Certification. The Dance Department offers the only Bachelor of Fine Arts in Dance and the only fully articulated teaching certificate concentration in the State of Maryland and is uniquely qualified to provide advanced study.

The proposed program will augment the Department of Dance's current offering of the Bachelor of Fine Arts in Dance Performance and Choreography. This thirty-six credit Master of Arts program emphasizes dance's unique contribution to learning, comprehensive educational value and promotion of the artist citizen.

The Master of Art in Dance Education is compatible with the Towson University mission by providing graduate education in the applied discipline of dance education and responds to the Baltimore metropolitan area educational and workforce needs. The proposed Master of Arts in Dance Education will contribute firmly to the TU Mission by 1) promoting mastery in dance education through deep reflective practice on the professional artist as pedagogue; 2) fostering innovative and diverse interdisciplinary engagement founded in individualized action research that reflects the student's diverse interests; and 3) all contextualized through the lens of the globally informed citizen artist educator. MADE preserves Towson University's leadership and innovation in the area of dance education.

B. Critical and compelling regional or Statewide need as identified in the State Plan

The Master of Arts in Dance Education (MADE) strongly addresses the *2017-2020 State Plan for Postsecondary Education: Student Success with Less Debt* document in

“fostering innovation in all aspects in Maryland higher education to improve access and student success.” By offering a flexible program format, MADE resolves the challenges to student success that the adult student or returning professional encounters when seeking advanced study. Additionally, MADE will offer long-term graduate education opportunities to the undergraduate when considering their career trajectory. Most importantly, MADE offers a pathway for certified dance teachers to secure the Advanced Teaching Certificate required of the Maryland State Department of Education within the discipline of dance without taking a leave from their teaching positions.

C. Quantifiable and reliable evidence and documentation of market supply and demand in the region and State

The primary constituencies to be served are 1) K-12 certified dance educators, 2) qualified dance professionals and eligible non-degree seeking candidates that desire graduate study. Longitudinal data reports provided by the MSDE Fine Arts Office indicate a total of 167 dance teachers currently employed in the State of Maryland. Additionally, 45% of Anne Arundel County Public School dance educators currently need the graduate degree or its equivalent as reported by its Dance Coordinator. It is anticipated that comparable data describes the need in the three other counties with similarly sized dance offerings. A continued feed of candidates is expected as new dance educators enter the field. The Master of Arts in Dance Education program *does not* deliver the state teaching certificate. Candidates desiring the teaching certificate may be admitted concurrently to the existing Post Baccalaureate pathway currently available through the Department of Dance.

The proposed Master of Arts in Dance Education exemplifies Towson University's commitment to innovation in dance and teacher education. Graduates will be innovators in *dance education as embodied knowledge* that is fundamental to teaching and learning in the discipline. The primary constituency is certified dance professionals seeking advanced study in dance education requisite to *retaining* the Maryland State Department of Education's (MSDE) teaching certificate. A broader constituency includes professionals who already possess an undergraduate degree in dance and elect the MA as a prerequisite for doctoral study that culminates in the terminal degree or desires advanced study in dance education. These individuals will become active artist citizens in the classroom through exposure to a curriculum of globally informed, theoretically rich and embodied pedagogical practice.

Towson University has been the leader in dance education and state teacher certification since 1983 when it began the first State Approved Teacher Preparation program. Since that time, our graduates have had to seek graduate degrees (or their equivalents) either out-of-state or in non-dance disciplines in order to retain their certificates. The options for advanced study in dance is limited to the full-time residency

program at the University of Maryland, College Park. The absence of a low residential Master's degree in Dance Education in the State of Maryland poses an unnecessary hardship for this population. The proposed Master of Arts in Dance Education would provide access to in-State advanced study in dance education without disrupting the candidate's professional teaching practice. It is a low residency program that is delivered in a flexible schedule of traditional, summer, and mini-mester terms to accommodate the working professional. Low residency is defined as the inclusion of some amount of distance education and brief on-campus or specific-site residencies of weekend intensives or several weeks. A cohort of 10 masters candidates is anticipated each year.

Table 1 below reflects an analysis of projected occupational demand in Maryland based on a crosswalk between the program's proposed Department of Education classification of instructional program taxonomical code with corresponding Bureau of Labor Statistics standard occupational code representing professions that graduates of this program could pursue. It indicates an annual demand of 1,570 positions

Table 1: Maryland occupational projections 2016-2026

Occ Code	Occupational Title	Employment		Change		Total	Educational Value
		2016	2026	Change	Replacement		
25-1081	Education Teachers, Postsecondary	594	638	+44	459	503	Doctoral or professional degree
25-1121	Art, Drama, and Music Teachers, Postsecondary	865	932	+67	669	736	Doctoral or professional degree
25-2022	Middle School Teachers, Except Special and Career/Technical Education	7,677	8,253	+576	5,577	6,153	Bachelor's degree
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	10,644	11,443	+799	7,503	8,302	Bachelor's degree
		19,708	21,266	1,496	14,208	15,694	

D. Reasonableness of program duplication

Considering the projected occupation demand and that no similar program of this kind at this level exists in Maryland program duplication does not present a challenge.

E. Relevance to the identity of Historically Black Institutions (HBIs)

Considering there is no similar program currently in existence at the graduate level, no impact upon the identity of HBIs is anticipated.

F. Relevance to high-demand programs at Historically Black Institutions (HBIs)

There are no similar programs in the state at this level; consequently this proposed program is not anticipated to affect high demand programs at HBIs.

G. Adequacy of curriculum design and delivery to related learning outcomes

Course Title	Course Description	Credit Hours
Introduction to Laban Movement Analysis	Laban Movement Analysis (LMA) is a comprehensive vocabulary and analytic framework with which to identify patterns and changes of movement to perceive meaning. Learn to analyze the body in motion to become a more dynamic mover and communicator through understanding your movement preferences and investigate the many ways the body can shape itself and project into space.	Prerequisite
EDCI6881. Maryland Centers for Creative Classroom Intensive	MSDE Professional Development Intensives for fostering artful practices in pedagogy.	3 credit hours
IDFA703. Interdisciplinary Research Methods	Introduction to arts-based research methodologies and arts students drawing on their creative practice. This program-required course will explore theoretical frameworks and practical applications for arts-based research in education.	3 credit hours
DANC600. Global Pedagogy in Dance Education	This course explores the variety of pedagogical models from a cultural studies perspective as they apply to the student diversity	3 credit hours

	reflected in contemporary dance education settings.	
DANC700. Culture of the Lived Body	Culture of the Lived Body examines theoretical models applied to a lived body, that is, a personal or subjective body, in tandem with models applied to a culturally inscribed or public body, and where they intersect. Topics include abjection, somatics, difference, and the influence of technology. Emphasis is placed on the role of dance in embodying these models, metaphorically and physically.	3 credit hours
DANC745. Personal Pedagogies: Embodied Practice	This course explores the embodied practices of master teachers in dance; positions these practices, along with their own, within current educational theoretical and pedagogical frameworks. Students will cultivate the values and essential tools for consideration of the lived body as an integral part of the discourse of teaching and learning.	3 credit hours
DANC845. Action Research in Pedagogical Inquiry	This course offers exemplars of master teachers within specific contexts as a guide for the summative goal for candidates to develop a plan of action for pedagogical inquiry. Students will review strategies of best-practices within the dance education field to hone their next steps for an Action Research experience. Questions and analysis will be designed in preparation for the implementation during their thesis practical phase of the capstone for the Masters in Dance Education.	3 credit hours
IDFA609. Integration Capstone Project	Implementation of action research project. Includes analysis, reflection and evaluation of project. Prerequisites: Graduate	3 credit hours

	standing, and certification in teaching	
DANC898. Thesis	Conduct and document original research using appropriate research methods in dance education.	3 credit hours
Total Required Credit Hours		24 Credit Hours
ARED606. Community-based Arts Teaching	Theoretical, philosophical, and practical consideration for community-based arts teaching. Students develop service learning partnerships and projects among community-based organizations and programs with sensitivity to underserved populations. Prerequisite: Graduate standing.	3 Credit Hours
IDFA607. Teaching Thinking Through Arts	Exploration of the dual aspects of the art educator as artist/teacher. Includes studio work, museum trips, journal writing, research of cultural/historical expressions, and unit planning relevant to K-12 education.	3 Credit Hours
877.615. Mind, Brain & Teaching (JHU Course)	Participants in the course will review this research, examining how it intersects with the correlates of a model of research-based effective teaching including the teaching of the arts across content areas. Topics of study will include the brain's memory systems, the impact of emotions on learning, the processes involved in higher order thinking and learning, and issues related to child development. Participants will apply course studies to the creation of learning units that emphasize application of knowledge and the integration of the arts.	3 Credit Hours
DANC550. Methods for Teaching Dance: Policy & Advocacy	Examination of strategies for dance arts advocacy and dance education policies in public school contexts. Prerequisite: permission of instructor by special departmental permit.	3 Credit Hours

IDFA571. Special Topics in Social Action	A multidisciplinary and collaborative service-learning seminar that explores complex problems of the Baltimore metropolitan region. Includes creative projects and fieldwork with civic, community, and/or non-profit organizations. Topics vary and could include homelessness, domestic violence, drug abuse, disabilities, housing, education, health issues, and welfare. May be repeated for a maximum of 6 units when a different topic is covered. Prerequisites: Junior/Senior Standing or consent of instructor.	3 Credit Hours
IDFA604. Interdisciplinary Seminar in the Contemporary Arts	An interdisciplinary graduate seminar in the contemporary arts and media; topic may vary by semester. Prerequisite: Graduate-level standing or permission of the program director/instructor; upper level writing.	3 Credit Hours
Total Elective Credit Hours		12 Credit Hours
Total Required Credit Hours		24 Credit Hours
TOTAL PROGRAM CREDIT HOURS		36 CREDIT HOURS

The Master of Arts in Dance Education is a 2-year part time program delivered in a flexible schedule of traditional, summer, and mini-mester terms employing traditional and weekend intensive formats to accommodate the needs of the working professional. MADE provides maximum flexibility while maintaining a rigorous course of advanced study in dance.

A 36-credit curriculum comprised of 24 core credits and 12 elective credits culminates in a thesis based on action research in the candidate's area of interest. Funding for the new program will be provided by reallocating existing Dance Department funds; and no new facilities will be required. Staffing of the program will be through reassignment of current dance faculty. It is expected that 2-6 adjunct positions will be reallocated.

The Master of Arts in Dance Education (MADE) is an academically and pedagogically rigorous program that relies on the synergy between theory, practice and action research to foster innovation in dance education based on personal pedagogies; translating embodied knowledge into existing academic & instructional methods of research. It

culminates in the thesis based on the candidate's individual action research interests. The MADE curriculum emphasizes individual teaching profiles & preferences as a foundation for innovation in the teaching and learning of dance through a curriculum of globally informed, theoretically rich and embodied pedagogical practice. The sequencing of the Program Educational Objectives provides a conceptual map of what the candidate is to know, be able to do and value at the conclusion of the degree program. A 36-credit curriculum comprised of 24 core credits and 12 elective credits culminates in a thesis based on action research in the candidate's area of interest. The curriculum was designed to meet four *Key Learning Goals* (KLG) and reflect three *Dimensions of Learning* (DOL) which are correlated to the KLGs. Additional correlations are provided to the *Standard Learning Outcomes* (SLO) associated with the Program Assessment Plan.

The curriculum sequence has a rhythm that fluctuates in intensity and scope and a progression of study that advances the candidate from a global perspective to one that is more personal & self-referential. The scheduling of courses allows for maximum accessibility and flexibility to candidates. Online and hybrid courses in combination with weekend intensives to deliver content accommodate students that are not within commutable distances. All courses will be taught every year.

Characteristics of the Proposed Program.

Key Learning Goals (KLG)

1. Examining current trends and confronting ethnically diverse perspectives in dance education as a global phenomenon (DOL 1, 2)
2. Creating dance pedagogies derived from personal values, experiences, and interests (DOL 1, 3)
3. Transforming the standards of dance practice through field study (DOL 1, 3)
4. Preparation for further academic advanced degrees in dance (DOL 1, 2, 3)

Program Educational Outcomes.

1. Program Assessment Plan Student Learning Outcomes. Students will
 - SLO#1. Examine Current trends and confront ethnically diverse perspectives in dance education
 - SLO#2. Create dance pedagogies derived from personal values, experiences and interests
 - SLO#3 Transform the standards of dance practice through field study
2. Additional Outcomes. Students will
 - a. Model professional excellence as an educator in the classroom and community
 - b. Utilize appropriate technology to enhance learning
 - c. Develop collaborative partnerships that enrich the educational experience

Dimensions of Learning (DOL)

1. Theory and Critical Studies in Practice
2. Dance Pedagogy as a Global Phenomena

3. Embodied Practices

PROGRAM TIMELINE

Candidates matriculate into the program as a cohort of individuals that will advance together through the Master of Dance Education program. The cohort commences each summer and is completed after six (6) trimester terms. The program schedule accommodates both full-time and part-time candidates while maintaining the integrity of the cohort. This is achieved by condensing the elective curriculum into the fall and spring trimester terms for full-time candidates. The program begins with one (1) cohort course and concludes with a thesis colloquium. Students individualize curriculum according to their interests through the selection and completion of the elective course requirement.

Sample Schedule

Prerequisite	1. Introduction to Laban Movement Analysis
Summer 1a	1. Required Elective: Maryland Centers for Creative Classrooms (3) 2. DANC600: Global Pedagogy in Dance Education (3) Incoming candidates attend Thesis Colloquium
Fall 1	1. IDFA703: Interdisciplinary Arts Research Methods (3)
Winter 1	1. DANC700: Culture of the Lived Body (3) Online course
Spring 1	1. Elective (3) 2. Elective (3)
Summer 2	1. DANC745: Personal Pedagogies: Embodied Practice (3) 2. DANC845: Action Research in Pedagogical Inquiry (3)
Fall 2	3. Elective (3)
Winter 2	1. Elective (3)
Spring 2	1. IDFA609: Arts Integration Capstone Project (3)
Summer 3	1. DANC895: Thesis (3) 2. Thesis Colloquium Presentations All Candidates Attend Colloquium

H. Adequacy of articulation

Not applicable.

I. Adequacy of faculty resources

Narrative:

Complete the following table:

Faculty Resources

	FTE	Highest Degree Earned/Field of Study	'Area of study'	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty	Jaye Knutson	MA/CMA	MA, Dance and Theatre, Dance Education Concentration	Professor	Full-time	DANC600; DANC745; DANC895
Existing Faculty	Susan Kirchner	EdD	MFA, Choreography; EdD, Dance Education	Professor	Full-time	DANC845; DANC895
Existing Faculty	Morna McNulty	PhD	<u>PhD</u> , Research and Evaluation	Professor	Full-time	IDFA703
Existing Faculty	Kate Collins	PhD	MFA, Theater; <u>PhD</u> , Arts Administration	Assistant Professor	Full-time	IDFA609
Instructor 1	Malcolm Shute	MFA	MFA, Dance, Choreography concentration	Instructor	Part-time	DANC700; DANC895

(Note: Faculty resources must address minimum requirements detailed in COMAR 13B.02.03.11 and 13B.02.03.20 (1) at least 50% of the total semester credit hours within the program shall be taught by full-time faculty; and 2) at least 1/3 of the courses offered in an off-campus program shall be taught by full-time faculty of the parent institution.)

J. Adequacy of library resources

The existing library resources are sufficient to deliver the program. Acquisition of materials as needed will be subsumed by the Department of Dance's current budget for library materials.

K. Adequacy of physical facilities, infrastructure and instructional equipment

The existing physical facilities comprised of 3 dance studios, 1 classroom, audio/visual equipment and 1 informal and 1 formal performance theatres are sufficient to deliver the program.

L. Adequacy of financial resources with documentation

No new general funds will be required for implementation of the proposed Master of Arts in Dance Education (MADE). The new program will be coordinated and administered fully through the Department of Dance. The program director is a full-time faculty member from the department who currently has standing as a graduate instructor. As shown in Budget Table provided in Appendix C this program is expected to be self-supported.

M. Adequacy of provisions for evaluation of program

Students will have the opportunity to evaluate courses and faculty through a standard evaluation of every course. Our approach includes ensuring that student learning is in alignment with course learning outcomes, alignment of mission at institutional and program levels, alignment of mission with learning outcomes, then program outcomes with the curriculum, flowing down to course outcomes and the assignments. Assessment activities emphasize analysis of results and feedback loops for continuous improvement. Additional evaluation includes tracking of student retention, grade distributions, and cost-effectiveness, with regular academic program reviews considering these factors

In January each year, the Office of Assessment hosts "Assessment Day" where all programs present data and analysis on their program learning outcomes. Faculty from across the University participate in this peer review process and utilize a rubric developed by the University Assessment Council's Subcommittee on Student Affairs Assessment to evaluate program reports. Results are then synthesized and recommendations are submitted to the University Assessment Council for approval. This data is used for continuous program improvement as part of the Middle States Accreditation process.

Additionally, the University System of Maryland (USM) requires a program review by external reviewers for all academic degree programs every seven years. The seven year program review process is extensive and consists of an internal self-study of each program within the context of the discipline as a whole and the department in which it resides. Each review must include feedback from an external reviewer and a comprehensive plan for improvement.

N. Consistency with the State’s minority student achievement goals

Towson is resolutely committed to playing its role in securing the state’s minority student achievement goals. The [Center of Student Diversity \(CSD\)](#) as established to aid the institution in its efforts to foster inclusion, collaboration, and relationship building. The center provides academic, social, and transition support for underserved students and promotes exchange and dialogue between individuals of diverse backgrounds and lifestyles.

CSD, housed in the Division of Student Affairs, supports the access and academic success of historically under-represented groups through programs and services that enhance the student experience.

Towson’s [Career Center](#) recognizes the importance of racial and ethnic diversity and is committed ourselves to providing resources for the social and professional development of our minority students.

The President, Dr. Schatzel, has publicly and prominently articulated the importance of diversity to Towson’s role, purpose, and mission, including recently in an [open editorial in the Baltimore Sun](#).¹

Further demonstrating the institution’s commitment to minority student achievement goals, Towson received a \$1m grant from the Howard Higher Medical Institute to cultivate minority student achievement in STEM. Towson is one of twenty-four universities, from more than 500 applicants, selected by the Howard Hughes Medical Institute, which is committed to diversity and inclusion.²

Towson’s strategic plan ‘TU 2020: a focused vision for Towson University’ has committed the university to ‘further strengthen its commitment to diversity and continue to provide a safe,

¹ *The Baltimore Sun*, February 1, 2018, retrieved on April 18, 2018 from <http://www.baltimoresun.com/news/opinion/readersrespond/bs-ed-rr-towson-diversity-letter-20180201-story.html>

² CBS Baltimore, retrieved on April 18, 2018 from <http://baltimore.cbslocal.com/2017/06/08/towson-stem-grant/>

inclusive, welcoming and peaceful community respectful to all. Towson will continue as a recognized national model for diversity and closing the achievement gap. Our institutional strategies will expand and continue to provide a forum for campus dialogue and action.’³

President Schatzel’s *Presidential Priorities* are implementing this objective, most notably via the establishment of the Office of Inclusion and Institutional Equity.⁴

O. Relationship to low productivity programs identified by the Commission

The proposed new Master of Arts in Dance Education program is not related to an identified low productivity program identified by the Maryland Higher Education Commission.

P. If proposing a distance education program, please provide evidence of the Principles of Good Practice

Not applicable.

Q. Program Resources and Expenditures Tables

Instructions: Double clicking on the tables below allows you to input data as you would in an excel spreadsheet. The calculations will be completed automatically. Simply click on the page elsewhere to embed the spreadsheet in the Word document again.

³ <https://www.towson.edu/about/mission/strategicplan.html>

⁴ <https://www.towson.edu/about/administration/president/priorities/campus.html>

Initial funding will be come from tuition revenue generated by the program with additional operating support from university administration. The credit hour rate is based on 18-19 rates and a 2% annual increase.

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds ¹	0	0	0	0	0
2. Tuition/Fee Revenue ²	14,130	54,883	55,906	56,950	30,327
a. Annual Full-time Revenue of New Students	0	0	0	0	0
Number of Full-time Students	0	0	0	0	
Annual Tuition Rate		\$0	\$0	\$0	\$0
Subtotal Tuition	\$0	\$0	\$0	\$0	\$0
Annual Fees	\$0	\$0	\$0	\$0	\$0
Subtotal Fees	\$0	\$0	\$0	\$0	\$0
Total Full-time Revenue of New Students	\$0	\$0	\$0	\$0	\$0
b. Annual Part-time Revenue	0	0	0	0	0
Number of Part-Time Students	10	20	20	20	10
Credit Hour Tuition Rate	\$418	\$426	\$435	\$444	\$452
Annual Fees Per Credit Hour	\$53	\$31	\$31	\$31	\$53
Annual Credit Hours Per Student	3	6	6	6	6
Subtotal Tuition	\$12,540	\$51,163	\$52,186	\$53,230	\$27,147
Subtotal Fees	\$1,590	\$3,720	\$3,720	\$3,720	\$3,180
Total Part Time Revenue	\$14,130	\$54,883	\$55,906	\$56,950	\$30,327
3. Grants, Contracts & Other Sources ³	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 - 4)	\$14,130	\$54,883	\$55,906	\$56,950	\$30,327

¹ Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

² This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

³ Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

No new faculty are being hired for this program, and 0.2 fte represents an estimated cost of the delivery of additional sections to accommodate projected program enrollments. The library requires modest investment of \$200 annually on average. Other expenses refers to program marketing.

Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5
1. Total Faculty Expenses	\$14,388	\$17,985	\$21,582	\$21,582	\$21,582
(b + c below)	\$0	\$0	\$0	\$0	\$0
a. #FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	13,200	16,500	19,800	19,800	19,800
c. Total Benefits	1,188	1,485	1,782	1,782	1,782
2. Total Administrative Staff Expenses	0	0	0	0	0
(b + c below)					
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Total Support Staff Expenses	0	0	0	0	0
(b + c below)	0	0	0	0	0
a. #FTE	0.0	0.0	0.0	0.0	0.0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment		0	0	0	0
5. Library	500	200	100	100	100
6. New or Renovated Space	0	0	0	0	
7. Other Expenses	400	400	400	400	400
TOTAL (1-7)	\$15,288	\$18,585	\$22,082	\$22,082	\$22,082