

AUTHORIZATION TO PLAN (ATP) AN ACADEMIC PROGRAM

Please complete all sections with an **emphasis** on items 7, 8, 9 and 10. The ATP is not to exceed 5 pages.

1. School/College and Department/Unit

LLL, Department of Second Language Studies (UH Manoa)

2. Chair/Convener of Planning Committee

Prof. Graham Crookes, Department. of SLS

3. Program Category: x New Modified Interdisciplinary

4a. Degree or Certificate Proposed:

B.A. in Second Language Studies

4b. List similar degrees or certificates offered in UH System:

i) This is an expansion of a long-standing and popular offering of the Interdisciplinary Studies B.A. Our request for an Authorization to Plan responds to the considerable numbers of students creating a major in ESL or EFL within Interdisciplinary Studies, over the last 20 years. From the late 1980s, average enrollment has grown from about 15 to close to 40. At present, 39 students are completing a major in “Interdisciplinary Studies/ESL (or SLS)”. We have advised IS faculty of the proposed action and they support our intent to create a new degree program. (A memo to this effect will accompany the final proposal.)

ii) Kapiolani Community College is in the final phases of planning an AA in SLS, based on its assessment of State needs for teaching assistants in this area in local schools. It would be natural for graduates of that program to continue towards a B.A. in SLS such as the one we are proposing. (See attached memo from KCC VC Louise Pagotto; we will work with KCC in final planning so that the programs articulate well.)

iii) UH Hilo maintains a Certificate option (six 3-credit courses) in TESOL (Teaching English to Speakers of Other Languages) within its BA in English. (Such courses would be transferrable into the proposed BA in SLS if a student so desires.)

iv) There appear to be no similar programs active in other parts of the UH System.

5. Planning

a. Planning period (not to exceed one year or reapplication is necessary)

One year following receipt of approval of the ATP.

b. Activities to be undertaken during the planning phase

Finalize undergraduate focus requirements of courses; move from degree requirements of Interdisciplinary Studies to degree requirements of LLL; determine requirements for admission and advising; produce final program proposal.

c. Submission date of program proposal

One semester following receipt of authorization to plan.

d. Workload/budget implications during planning period

None. All work to be handled by a committee of faculty as part of their departmental service.

6. Program Description (Objectives and relationship to campus mission and strategic plan)

The mission of the undergraduate degree program in SLS is to provide students with a comprehensive understanding of scholarship and practice in connection with the learning and use of second languages. The program addresses theory, research, and practice in the acquisition and utilization of additional languages, whether learned formally or informally, including in pidgin and creole contexts.

This program takes the view that plurilingual and pluricultural societies stand a much better chance of getting along and of getting important cooperative work done; that language mediates the human experience; that linguistic diversity is directly related to ecological diversity and sustainability; and that communication in and across languages enables understanding and appreciation, conflict resolution, and the negotiation of values.

(See *UHM WASC Proposal for Accreditation* http://manoa.hawaii.edu/wasc/proposal/Full_Proposal.pdf)

Full-time students would take the following course sequence (part-timers would have flexible paths):

Semester 1: SLS 302 Second Language Learning, SLS 303 Second Language Teaching, SLS 313 Techniques in Second Language Teaching: Listening & Speaking, SLS 312 Techniques in Second Language Teaching: Reading & Writing;

Semester 2 SLS 380 Bilingual Education, SLS 441 Language Concepts for Second Language Studies, SLS 460 English Phonology [or equivalent], SLS 490 Second Language Testing;

Semester 3 SLS 418 Instruction Media, SLS 430 Pidgins and Creole English in Hawai'i, SLS 480P Topics in SL Studies: Practicum in SLS; SLS 480P Topics in SL Studies: Professionalism in SLS [capstone requirement course] {total of 36 credits}.

Program-level Student Learning Outcomes

Upon graduating from this program, students will

1. manifest the skills, understandings, and dispositions necessary to be exceptional language professionals
2. demonstrate critical thinking and awareness of issues within the context of their professional work and social practice
3. demonstrate an understanding of the value bases of their professional work
4. understand and interpret the history of second and foreign language study and its contemporary issues
5. critically evaluate and make use of research into the learning, use, structure, and pedagogy of second languages
6. develop and apply sound frameworks to the assessment and evaluation of institutions and agents involved in second language instruction, planning, and policy
7. show an understanding of local language issues of Hawai'i and the Pacific in their professional work
8. be able to prepare minority language students to acquire the academic literacies that would allow them to succeed in educational institutions
9. improve the quality of teaching and learning of second, foreign, and heritage languages, in the state of Hawai'i, domestically, and abroad
10. gain acceptance into graduate programs in second language studies, applied linguistics or related fields

An assessment plan for these SLOs will be developed in consultation with the Manoa Office of Assessment during the final planning phase.

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested students per year; need for such a program in relation to workforce development, graduate studies, etc.)

Though the SLS Department has long offered a degree option through the BA in Interdisciplinary Studies program, student feedback over the years has suggested that a full major housed within the SLS Department will offer greater degree value for many of the undergraduate students who enroll in our courses. During the 2008 fall semester a survey of undergraduate students was undertaken in order to ascertain their perceptions regarding the creation of an undergraduate major in the SLS Department. Of the total 96 undergraduates enrolled in SLS courses that semester, 72 responded to the survey (75% response rate), 35 of whom were pursuing a BA major in Interdisciplinary Studies/ESL, and 37 of whom were pursuing other majors. Sixty-seven percent (67%) of all respondents indicated that they would choose an undergraduate major in the SLS Department if it were available. Of the students currently pursuing the BA IS/ESL degree, 85% indicated a preference

for a major in SLS, while 50% of the students currently pursuing other degrees (not IS/ESL degrees) indicated a preference for a major in SLS. Respondents explained these preferences in terms of (a) improved degree value, transparency, and marketability of a full major in SLS, (b) ambiguity regarding the meaning of an interdisciplinary studies degree, (c) likelihood of increased course offerings and curricular coherence of a full major, and (d) anticipated improvements in advising and guidance through a degree program housed entirely within the SLS Department.

While the majority of respondents indicated their intent to seek employment as English teachers abroad (primarily in Japan or Korea), 50% of respondents indicated their interest in teaching ESL or Foreign/Heritage languages locally. A substantial proportion also indicated the intent to pursue graduate studies, either in SLS-related programs or in other fields.

In sum, if the BA in Second Language Studies is approved, we would anticipate eventual enrollments of 60 students in the major at any given time. Course enrollments would be augmented by the sustained interest from students who choose to pursue the BA in Interdisciplinary Studies degrees, and students from other disciplines who find value in our undergraduate course offerings. We anticipate these numbers to increase as more and more varied courses are offered, and as the availability of the new degree becomes known.

The proposed program supports workforce development in the public sector (HI Dept. of Education), as well as higher education, especially community colleges, the Hawai'i Job Corps, the local private sector, including private language schools, and the private secondary and higher education sector. Present graduates of the BA degree in Interdisciplinary Studies/SLS or ESL are employed in public and private schools in Hawai'i, on the mainland and overseas, primarily in Asia and the Pacific. There is an especially acute need for teachers and other language specialists in Hawai'i to serve the ever-growing immigrant population. Since these students are scattered throughout the state, it is important to have enough specialists to serve all the schools.

Finally, the proposed program addresses the societal needs of minority populations whose civil rights, especially language rights, are not being fully addressed by the State of Hawai'i in the absence of trained personnel. Hawai'i will continue to have, and will economically depend upon, a large immigrant population for the foreseeable future.

There is every reason to believe that opportunities in the job market for graduates of the BA degree in SLS will continue to be positive. Furthermore, for those who wish to further their academic efforts in graduate studies, there will be ample opportunities here at the University of Hawai'i and elsewhere.

8. Description of resources required

a. Faculty (existing and new FTEs)

The courses to be used already exist, and are regularly offered by existing faculty. Although there will be additional advising and clerical demands needed, this will be handled by reallocation of existing faculty and staff.

b. Library resources (including an evaluation of current resources and an estimate of the cost of additional resources required)

Since these courses have been offered for many years, library resources are fully congruent with them.

c. Physical resources (space, equipment, etc.)

No additional physical resources are needed.

d. Other resources required (staff, graduate assistantships, etc.)

Part-time clerical assistance (10 hours/week of student help) will be reallocated from existing college resources.

9. Five-Year Business Plan. Provide a five-year projected budget for the program that includes:

a. Annual costs to implement the program

All courses are already offered by existing faculty in Dept. of SLS. Additional advising will be handed by reallocation of existing faculty/staff resources at no additional cost.

b. Projected enrolment and estimated tuition revenue

After an initial year of start-up/transition, student enrolment would initially be the existing 40 students presently in the IS/ESL option (a substantial proportion of whom are non-resident); this implies an initial tuition revenue of at least \$674,800, based on the tuition schedule for 2011. Projecting a slight increase in enrolment as the program becomes more established and known, at about 60 enrolled, revenue would rise to at least \$1,008,000.

c. How will the program be funded?

Because the courses that constitute this program exist and are offered on a regular basis by existing faculty, the funding for the program already exists, from undergraduate tuition and within existing funding allocation to the College of LLL. We anticipate that the program will be revenue generating for the university.

Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.

No additional funds are being requested. With program growth, we anticipate the need for at least part time clerical support which will be funded through tuition revenue generated by the program.

d. Given a “flat budget” situation, how will the proposed program be funded?

This is primarily an administrative realignment of existing resources. A flat budget presents no obstacles to this initiative.

e. Mini Cost Revenue Template

YEAR		FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
PROGRAM COSTS						
profs @\$75k w/o fringe	1 prof yr 1	75,000				
	2 profs yrs 2+		150,000	150,000	150,000	150,000
Other personnel costs		2500	5000	5000	5000	5000
Library		0	0	0	0	0
Equipment/Supplies		0	0	0	0	0
Other		0	0	0	0	0
TOTAL Expenses		<i>77,500</i>	<i>155,000</i>	<i>155,000</i>	<i>155,000</i>	<i>155,000</i>
REVENUES						
Projected Enrollment		20	40	40	50	60
No. of Courses		8	16	16	16	16
No. of Credits		24	48	48	48	48
SSH		480	1920	1920	2400	2880
Tuition Rate/Credit		316	350	350	350	350
Total Revenue from Tuition		151680	674800	674800	840000	1008000
Other Sources of Income		0	0	0	0	0
TOTAL Revenues		151680	672000	672000	840000	1008000

10. Impact on current courses or programs.

Some existing SLS undergraduate courses will be modified so that within the major we will be able to offer students a minimum of four courses fulfilling the (W) requirements, one meeting the requirements for (O), one qualifying as (H), and one addressing (E).

An existing 3-credit variable alpha course will be modified to constitute a capstone course that will provide for summative assessment of student learning outcomes and will include a strong focus on professional and ethical issues.

The number of students choosing the Interdisciplinary Studies (IS) major will decrease.

No impacts are expected with regard to students who major in other departments (e.g., Japanese, Linguistics, Education) but take SLS courses as electives, since all SLS undergraduate courses (with the exception of the capstone course) will remain available to them.

Students choosing the SLS undergraduate major will be offered a smoother track to the MA at this university and other universities in the US and elsewhere.

The Dean of the College of LLL, is supportive (see attached memo).

11. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.

Not applicable.

Reviewed by: *(The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)*

Campus Chief Academic Officer:

Comments and Recommendations:

Print Name Signature Date

Council of Chief Academic Officers (Systemwide Consultation):

Comments/Recommendations:

Print Name Signature Date

Chancellor: *Approved* *Disapproved*

Print Name Signature Date

(Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report)