



- PUBLIC
- INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

When finished, please save and email to: he.academicprogramactions@dhe.mo.gov

Sponsoring Institution:

Program Title: English

Degree/Certificate:

If other, please list:

Options:

Delivery Site:

CIP Classification: 23.0101

Implementation Date: 8/15/2018

Is this a new off-site location? Yes No

If yes, is the new location within your institution's current CBHE-approved service region?

**If no, public institutions should consult the comprehensive review process*

Is this a collaborative program? Yes No

**If yes, please complete the collaborative programs form on last page.*

Please list similar or comparable programs at Missouri public institutions of higher education.

**For public institutions only*

CERTIFICATIONS:

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

AUTHORIZATION

<input type="text" value="Katie Piacentini, Registrar"/>	<input type="text" value="Katie Piacentini"/>	<input type="text" value="1/5/2021"/>
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.
None

- Characteristics of a specific population to be served, if applicable.

[Click here to enter text](#)

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. Fontbonne is accredited by the Higher Learning Commission (HLC) and complies with HLC minimum faculty qualifications. In particular, faculty generally must have a degree in the discipline that is one level higher than offered. In doctoral programs, faculty must have a terminal degree and demonstrate research and accomplishments commensurate with a doctoral program. In some cases, we will also hire faculty that do not meet these criteria but do meet the “tested experience” criteria that we developed to comply with the HLC criteria.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
While this may vary depending on the year and the exact courses chosen by students (including general education courses), we estimate at least 60% of courses will be taught by full-time faculty.
- Expectations for professional activities, special student contact, teaching/learning innovation.
All Fontbonne faculty are expected to be up-to-date on their discipline. Full-time faculty, as part of the annual review process, are expected to document professional activities and innovation in the classroom that improves student learning. Fontbonne maintains a low student to faculty ratio, and all faculty have extensive student contact

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
15
- Percent of full time and part time enrollment by the end of five years.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	3	5	10	12	15
Part Time	0	0	0	0	0
Total	3	5	10	12	15

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
Year 3 – 3; Year 5 - 8
- Special skills specific to the program.
[Click here to enter text](#)
- Proportion of students who will achieve licensing, certification, or registration.
[Click here to enter text](#)
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
[Click here to enter text](#)
- Placement rates in related fields, in other fields, unemployed.
[Click here to enter text](#)
- Transfer rates, continuous study.
[Click here to enter text](#)

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.

We do not believe any appropriate specialized accreditor exists for these programs that would add value to the degree.

6. Program Structure

- A. Total credits required for graduation: 120
- B. Residency requirements, if any:
No additional residency requirements
- C. General education: Total credits:
44

Courses (specific courses OR distribution area and credits)

Course Number	Credits	Course Title
	3	Mission Core
	3	Diversity & Justice
	6	Written Communication
	3	Oral Communication
	3	Mathematics
	4	Management Information
	1	State and National Government
	18	Pillars of Knowledge (Social Sciences, Physical Sciences, Life Sciences, Philosophy, Literature, Fine Arts, or History)
	3	Religion

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D. Major requirements: Total credits: 45

Course Number	Credits	Course Title
ENG 200	3	Introduction to English
ENG 240	3	Survey of English Literature to 1789
ENG 241	3	Survey of English Literature since 1789
ENG 260	3	Survey of American Literature to 1865
ENG 261	3	Survey of American Literature since 1865
ENG 301	3	Theory and Teaching of Writing
ENG 303	3	History of English Language
ENG 370	3	Critical Theory
ENG 403	3	Grammar: Theory and Practice
ENG 496	3	Senior Thesis
	3	Writing Elective
	12	Literature Electives

E. Free elective credits: 31
(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:
 Complete Senior Thesis course.

G. Any unique features such as interdepartmental cooperation:

7. Need/Demand

- Student demand
- Market demand
- Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

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