**Directions for submitting a request for approval
of undergraduate degrees/degree programs**

Public institutions requesting approval from the Chancellor of the Ohio Department of Higher Education to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, director for program approval operations, at (614) 728-3095 or mexline@highered.ohio.gov. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is required. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a USB drive and then mail the drive to our office.

REQUEST FOR APPROVAL
SUBMITTED BY:

Wright State University

Bachelor of Science in Education in Educational Studies (B.S. Ed.)

Degree/degree program title:

Six-digit CIP code (format: XX.XXXX):
13.0101.

Approved/existing programs with same first two CIP code digits (format: CIP code, program name):
Early Childhood Ed: 13.1210
Elementary Education P-5: 13.1202
Intervention Specialist: 13.1007
Middle Childhood Ed: 13.1203
Physical Education: 13.1314

Total Number of Hours in Program: 120 Hours

Primary institutional contact for the request
　　Name: Nimisha Patel, Ph.D.
　　Title: Professor and Chair, Teacher Education Department
　　Phone number: 937-775-4474
　　E-mail: nimisha.patel@wright.edu

Delivery sites: Wright State University Dayton Campus and Lake Campus
(List all sites where the proposed program will be delivered)

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors):

Proposed start date: Summer 2020
*The expectation is that a program will start within one year of Chancellor approval. Please contact the Chancellor's staff to request an extension.

Institution's programs:
associate, bachelor, master, doctorate

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure　　　　　　*__No__*

Endorsement　　　　*__No__*

SECTION 1: INTRODUCTION

1.1 *Provide a brief summary of the request that will serve as an introduction for the reviewers.*
ODHE Note—see attached doc.

The Teacher Education Department (TED) currently and/or will soon offer undergraduate licensure programs in Elementary Education, Middle Childhood, and Intervention Specialist. The purpose of these programs is to prepare candidates to earn an undergraduate degree and a State of Ohio teaching license in their respective program of study. In some cases, candidates may complete most of the coursework, but sometimes one of the following happens:

- The candidate decides he/she does not want to be a teacher
- The candidate is unable to successfully complete student teaching (the final semester of being placed in classroom all day/every day for an entire semester)
- The candidate has to move because of military service
- The candidate chooses to go through the State of Ohio Alternative Licensure Pathway

In any of the bulleted cases above, the current undergraduate degree with licensure programs do not allow candidates to complete the program and ultimately earn a degree. This means that candidates can potentially have most of their coursework completed, but no degree to show for it. In order to address this problem, we have created a new major (Educational Studies) to which the aforementioned candidates can complete in order to earn a degree.

The new Educational Studies major will allow these candidates to use their Elementary Education, Middle Childhood, and Intervention Specialist coursework towards the Educational Studies major; the latter does not involve any educator licensure requirements. The Educational Studies major is 120 hours. Thus, these candidates will be able to complete a degree and graduate in a timely manner and, potentially, with limited additional financial costs.

SECTION 2: ACCREDITATION

2.1 Regional accreditation
- *Original date of accreditation: July 26, 1968*
- *Date of last review: 2015-2016*
- *Date of next review: 2025-2026*

2.2 Results of the last accreditation review

Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.
The Higher Learning Commission continued the accreditation of Wright State University with a monitoring report on integrity in operations and another on documenting a credit hour policy. Both were completed in 2018.

2.3 Notification of appropriate agencies

- *Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program. **Provide documentation of the notification as an appendix item.***
In accordance with HLC policy, the university will send a letter of notification following ODHE approval.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

- *Insert/describe the institution's mission statement.*

3.2 Organizational structure

- *Provide a copy of the institution's organizational chart as an appendix item.*

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure
- *Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.*

- *Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.* Dr. Nimisha H. Patel will serve as the lead administrator for the Educational Studies B.S.Ed. Program at Wright State University. In this role, Dr. Patel will be responsible for the following: program application process; collaboration with college-level advising office; curriculum/learning outcomes updates and changes; ODHE proposal submission; collaboration with academic departments in the College of Liberal Arts and the College of Science and Mathematics; program assessments; course scheduling.

- *Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.*

4.2 Program development
- *Describe how the proposed program aligns with the institution's mission.*

Wright State University Mission Statement

We transform the lives of our students and the communities we serve. We will:
- build a solid foundation for student success at all levels through high-quality, innovative programs;
- conduct scholarly research and creative endeavors that impact quality of life;
- engage in meaningful community service;
- drive the economic revitalization of our region and our state and empower all of our students, faculty, staff, and alumni to develop professionally, intellectually, and personally.

Educational Studies B.S.Ed. Mission Statement

The B.S.Ed. In Educational Studies program in the Teacher Education Department in the College of Education and Human Services at Wright State University is dedicated to preparing high quality individuals who serve as change agents in a democratic society. The B.S.Ed. In Educational Studies program develops and nurtures individuals who want to work with schools/children, focusing on professional, intellectual, and personally development through: 1) program quality and academic distinctiveness, 2) student access and attainment, 3) research and innovation, and 4) community partnerships. The B.S.Ed. In Educational Studies program embraces the cycle of simultaneous renewal to elevate the art and science of teaching through creative endeavors.

- *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*
  Market analysis was not deemed necessary due to the fact that one of the primary reasons for the program is to provide a pathway to graduation for students who initially started a teacher licensure program but were not able, for a variety of reasons, to complete the program.

  In the past, the TED had a general practice of voting to allow students to graduate without licensure. In essence, they would take courses to make up student teaching hours and they would earn the degree. However, they would not be eligible for a teaching license. After an issue related to this process, I contacted WSU General Counsel. We were very clearly advised that the practice of allowing students to 'graduate without licensure' from an actual licensure degree program was not in the best interest of our programs or for WSU; it created legal complications for us. As such, we needed to seek a way to address the needs of candidates who are unable to complete our degree with licensure programs. This new program is our solution. In the last five years, I would estimate that we have allowed 5-7 candidates to graduate without licensure; however, we ceased the practice last year on the advice of General Counsel.

- *Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

- *Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.* This program is NOT aligned with the standards of a specialized or programmatic accreditation agency. As such, it will not impact any of our accredited programs in the department. This program will allow the students to have a degree-option that is not related to accreditation, but that will still allow them to work in schools.

4.3   Collaboration with other Ohio institutions
- *Indicate whether any public institution(s) within a thirty-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program and provide a rationale for offering an additional program at this site.* This program is NOT offered by a public institution within a 30-mile radius of Wright State University.

- *Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.* This program was NOT developed in collaboration with another institution in Ohio. This program is meant to serve as a degree completion program for students who are not able to successfully complete an accredited licensure pathway. As such, it is not intended to be a 2+2 pathway.

5.1 Admissions policies and procedures

- *Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.*
- Cumulative GPA of 2.75
- Grade of "C" or better in all education content courses
- Dispositional Assessment: Candidate Disposition Inventory (CDI) from ED 2650 OR ED 2750
- One of the following <u>Reading</u> scores:
- o   ACT Reading score of 22 or better
- o   SAT Evidence-Based Reading and Writing score of 543 or better
- o   ETS Praxis Core Reading score of 168 or better
- One of the following <u>Math</u> scores:
- o   ACT Math score of 22 or better
- o   SAT Math score of 533 or better
- o   ETS Praxis Core Math score of 162 or better
- One of the following <u>Writing</u> scores (effective 2021):
- o   ACT Writing score of 6 or better
- o   SAT Essay-Writing Dimension score of 5 or better
- o   ETS Praxis Core Writing score of 165 or better

The requirements for this program align with the requirements of the licensure programs in the Teacher Education Department. The GPA, course grade, and standardized test requirements are higher than what is required to be admitted to Wright State University.

- *Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred*

  - *according to the Department of Higher Education' Transfer Assurance Guide (TAG) and Career Technical Credit Tranfer (CT^2) initiatives; and*
  - *other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).*

5.2 Student administrative services

- *Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

5.3 Student academic services

- *Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

6.1 Introduction
- *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

   ODHE Note: See attached documentation

6.2 Program goals and objectives
- *Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.*

6.3 Course offerings/descriptions
- *Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major/core/technical, general education, elective) and indicate if they are new or existing courses.*

Course (name/number)	No. of credit hours (q/s)	Major/ Core/ Technical	General Education	Elective	OTM, TAG or CT^2 equivalent course	New/Existing Course
e.g., MTH130: Statistics	*e.g., 3s*		X		X	*e.g., Existing*
e.g., BUS150: Into to Management	*e.g., 3s*	X			X	*e.g., Existing*
e.g,BUS350: Managing Healthcare Facilities	*e.g., 3s*			X		*e.g., New*

*Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. **Submit course syllabi as appendix items.***

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed.

Time period	Curriculum component	Time period	Curriculum component
e.g., Year 1 Fall Semester	Courses/Activities	*e.g., Year 1 Spring Semester*	Courses/Activities
	BIO 145: Biology		
	BUS150: Intro to Management		
	PSY100: Intro to Psychology		
	MTH 130: Statistics		
Time period	Curriculum component	Time period	Curriculum component
e.g., Year 2 Fall Semester	Courses/Activities	*e.g., Year 2 Spring Semester*	Courses/Activities
Time period	Curriculum component	Time period	Curriculum component
*e.g., Year 3 Fall Semes*ter	Courses/Activities	*e.g., Year 3 Spring Semester*	Courses/Activities
Time period	Curriculum component	Time period	Curriculum component
e.g., Year 4 Fall Semester	Courses/Activities	*e.g., Year 4 Spring Semester*	Courses/Activities

Total Number of credits in the program _____

6.5 Alternative delivery options (please check all that apply): None of the Following Apply

☐ More than 50% of the program will be offered using a fully online delivery model
☐ More than 50% of the program will be offered using a hybrid/blended delivery model
☐ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- *an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;*
- *a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;*
- *a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.*

6.5 Off-site program components (please check all that apply):

☐ Co-op/Internship/Externship
☒ Field Placement
☐ Student Teaching
☐ Clinical Practicum
☐ Other

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment
- *Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:*

  - *Name of the unit/position responsible for directing assessment efforts;*
  - *Description of any committees or groups that assist the unit;*
  - *Description of the measurements used;*
  - *Frequency of data collection;*
  - *Frequency of data sharing; and*
  - *How the results are used to inform the institution and the program.*

The Assistant Dean for Assessment and Accreditation directs the assessment efforts of the college in collaboration with department chairs and program directors. Each program in the Department of Teacher Education has a program committee comprised of faculty, the Assistant Dean or Data Analyst, and the department chair that meets several times each semester to discuss the program.

All students will be assessed on the learning outcomes for the program using multiple measures throughout the program: in the ED 2650 and ED 2750 Practicum courses and within assessment and instructional methods courses or other courses within the respective Professional Core in each concentration.

Key assessments are embedded with specific courses and data are collected at that point. Each fall faculty come together to review and discuss all the key assessment data for the previous year and determine actions for improving the program. Faculty produce an Annual Assessment Report each fall that is submitted to the Provost's Office.

7.2 Measuring student success
- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*

  - *Name of the unit/position responsible for directing these efforts;*
  - *Description of any committees or groups that assist the unit;*
  - *Description of the measurements used;*
  - *Frequency of data collection;*
  - *Frequency of data sharing;*
  - *How the results are used to inform the student as they progress through the program; and*
  - *Initiatives used to track student success after program completion.*

The B.S.Ed. in Educational Studies will be directed by the Chair of the Teacher Education Department. The committees that will assist the Chair include the Middle Childhood Education Program Committee, the AYA/MA Program Committee, and the Elementary Education Program Committee. Candidates who are not successful in one of these 3 licensure programs will have the opportunity to complete the B.S.Ed. in Educational Studies as an avenue toward degree completion without additional time and financial resources towards degree completion. Studies in the B.S.Ed. in Educational Studies will complete courses that have Key Assessments within their respective programs. Such assessments, such as Unit Plans, Data-Based Assignments, Field Experience assessments will provide the committees with essential data to examine student success and programmatic decisions. Each committee meets monthly to discuss the program requirements, changes, student concerns, etc. Student meetings and/or concern conferences are conducted as needed. Aggregated data related to field experiences, course success, and dispositions are discussed to address any concerns related to students in the programs. Data are collected once or twice a semester during a student's third and fourth years. Early Field Experience data are also collected during Freshman/Sophomore years. Data will be analyzed as with typical departmental practice, on an annual basis. The committees analyze data and make decisions related to student progress, programmatic requirements, etc. An annual report is written for each committee and submitted to the College's Assistant Dean for Assessment and Accreditation. The department utilizes completer surveys to track student success. Faculty also make all attempts to collected non-university affiliated emails to stay in touch with graduates and stay abreast of career success/paths.

SECTION 8: FACULTY

Faculty who currently serve the department's existing undergraduate licensure programs will serve the

B.S.Ed. in Educational Studies as well. No additional faculty are needed to support this new program. Additionally, no new courses will need to be developed specifically for this program. All current resources will meet the needs of the students for whom this program is intended.

8.1 Faculty appointment policies

- *Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.*

- *Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).*

- *Describe the institution's load/overload policy for faculty teaching in the proposed program.*

- *Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.*

8.2 Program faculty
- *Provide the number of <u>existing faculty members</u> available to teach in the proposed program.*

  Full-time:
  Less than full-time:

- *Provide an estimate of the number of <u>faculty members to be added</u> during the first two years of program operation.*

  Full-time:
  Less than full-time:

8.3 Expectations for professional development/scholarship
- *Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. **Include a faculty handbook outlining the expectations and documenting support as an appendix item.***

8.4 Faculty matrix
- *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary qualifications in the matrix (as shown in the example below). **A copy of each faculty member's CV must be included as an appendix item.***

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/ Field	Additional Expertise in the Discipline/ Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual will Teach Per Year at <u>All</u> Campus Locations
e.g., *John Smith*	*e.g.,* *Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.*	*FT or PT*	*e.g.,* *M.S., Mathematics, ABC University, 1990*	*e.g.,* *6*		*e.g.,* *MTH120: College Algebra* *MTH148: Analytic Geometry*	*e.g.,* *7*
Open Position	*e.g.,* *Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.*	*FT or PT*	*e.g.,* *Master's in English required*	*e.g.,* *3 years minimum*		*e.g.,* *ENG 100:* *English Composition I,* *English Composition II*	*e.g.,* *4*
James Adabor	Associate Professor	FT	Ph.D., Curriculum and Instruction, Ohio University (2008) Master of Arts, International Affairs, Ohio University (2000) Bachelor of Arts, Psychology & Statistics, University of Ghana (1982)	11 years	Teacher Certification: Post-Secondary Elementary Teacher Preparation Program: Wesley Teachers' College, Kumasi – Ghana Sep 1973	MTH 3430 Algebra and Functions for Middle School Teachers MTH 3450 Geometry for Middle School Teachers MTH 3480 Concepts in Calculus for Middle School Teachers MTH 4460 Problem Solving and Mathematical Modeling for Middle School Teachers	3-5

Name	Title	FT/PT	Education	Experience		Credentials	Courses	Grade
Christa Agiro	Associate Professor	FT	Ph. D., Cultural Studies in Education, Ohio University (2009) M.Ed., Cultural Studies in English, Ohio University (2006) B.A., Secondary English Education, Cedarville University (2000)	11 years			ED 2510 Textual Analysis of Literature for Middle Childhood Education ED 2800 Cultural Humility for Working with Youth ED 3250 Urban Youth ENG 3520 Writing Pedagogy for Integrated Language Arts	4-6
Deanna Arbuckle	Adjunct	PT	Certificate of Doctoral Studies, Human Services, Walden University (2018) Masters in Rehabilitation Counseling, Wright State University (1997) B.S., Rehabilitation, Wright State University (1993)	9 years			RHB 3010 Medical Aspects of Disabilities	4-6
Brian Boyd	Associate Professor	FT	Ph.D., Teaching and Learning, University of Louisville (2007) Master of Science, Educational Administration, University of Dayton (1997) Bachelor of Science, Mathematics and Statistics, Miami University (1994) Bachelor of Education, Secondary Mathematics, Miami University (1994)	11 years 6 years in the field		State of Ohio, Department of Education, 5 Year Professional Assistant Superintendent; 5 Year Professional High School Principal; 5 Year Professional High School Mathematics, MM1025181 (16–21)	ED 2260 Math Pedagogy and Content Seminar MTH 3450 Geometry for Middle School Teachers	4-6

Holly Brown	Adjunct	PT	Ph.D., Rehabilitation and Special Education, Auburn University (2000) M.R.C., Rehabilitation Counseling, University of Kentucky (1996) B.A., Psychology, University of Kentucky (1994)	15 years	Certified Rehabilitation Counselor (1996-present)	RHB 3040 Rehabilitation Case Management	4-6
James Carter	Associate Professor	FT	PhD. , College of Social Work, The Ohio State University (2015) M.P.H., College of Public Health, The Ohio State University (2011) B.S.B.A., Franklin University (2003) A.A., Columbus State Community College (1995)	9 years		SW 2700 Introduction to Social Work SW 2710 Introduction to Social Welfare	4-6
Joseph Cavanaugh	Full Professor	FT	Ph.D., Economics, University of Kentucky (1994) M.A., Economics, Miami University (1990) B.S., Finance & Economics, Miami University (1989)	25 years		EC 2000 Economic Life	3-5
Hannah Chai	Associate Professor	FT	Ed. D., Literacy Education, University of Cincinnati (2012)	8 years 10 years in the field	State of Ohio, Department of Education, 5 Year Professional	ED 4080 Phonics and Word Study Instruction	4-6

Name	Title	FT/PT	Education	Experience	License/Certification	Courses	
			M. Ed., Elementary Education, University of Cincinnati, (1999) B.M.E., Music Education, University of Denver (1993)		License, Elementary 1-8, OH1183311 (19-24)		
Angela Clayton	Instructor	FT	Doctoral Candidate, Wright State University (in progress) Master of Science, Earth and Environmental Science, Wright State University (2011) Bachelor of Arts, Geological Science, Wright State University, (2006)	9 years		GEO 2100 Physical Geography EES 3460 Concepts in Earth Sciences II for Middle Childhood Education	3-5
Betsy Crites	Instructor	FT	M.A.T., Master in the Art of Teaching, Marygrove College (2002) B.A., Science in Education, Wright State University (1995)	9 Years	State of Ohio, Department of Education, Principal Licensure, OH1170922 (18-23)	ED 2650 Early Field Experience I: Introduction to Education Profession ED 2750 Early Field Experience II: Introduction to Educational Psychology	4-6
Lisa Dallessandris	Adjunct	PT	B.A., Organizational Leadership, Wittenburg University (2006) Certificate, Organizational Leadership, Wittenburg University (2003)	16 years	Ohio Certified Emergency Manager, Emergency Management Association of Ohio (2019)	KNH 3500 Technology and Emergency Management KNH 3600 Catastrophe Readiness and Response	4-6
Jason Deibel	Associate Professor;	FT	Ph. D., Applied Physics, University of Michigan (2004)	12 Years		PHY 3460 Concepts & Applications in Physics II	3-5

			B.A., Physics & Mathematics, Transylvania University (1997)				
Dusty Columbia-Embury	Assistant Professor	FT	Ed.D., Special Education, University of Cincinnati P-12 Gifted and Talented Certificate, Morehead State University M.A., Biblical Studies, Lexington Theological Seminary B.A., Speech Communication and Theatre Arts, Eastern Kentucky University	25 years	Rank I Professional Certificate by the Commonwealth of Kentucky, Educational Professional Standards Board, July 1, 2010 - June 30, 2020 Teaching Exceptional Children, K-12	EDS 4510 (CL: EDS 6510) Foundations of Special Education EDS 4650 (CL: EDS 6650) Transitions of Students with Exceptionalities EDS 4590 (CL: EDS 6590) Assessment Skills for Intervention Specialists EDS 4610 (CL: EDS 6610) Curricula, Methods and Materials to Teach Students with Mild to Moderate Educational Needs	4-6
Jason Farkas	Adjunct Instructor		Ed.D., Organizational Studies, Wright State University (in progress) M.S., Leadership Development, Wright State University (2016) Graduate Certificate, Program Evaluation, Wright State University (2018) B.A., Psychology, Wright State University (2014)	5 years		OL 3030 Interpersonal Leadership	4-6
Ann Farrell	Full Professor	FT	Ph.D., Ohio State University, Mathematics Education (1989)	30 years		MTH 2410 Mathematics Concepts for Teachers I MTH 3450 Geometry for Middle School Teachers	3-5

			M.A., Mathematics, Ohio State University (1985) Indiana University, Psychology (1980-1983) B.A., Psychology and Mathematics, University of Dayton (1980)				
James Federici	Teaching Assistant	PT	Doctoral Candidate, The Ohio State University (in progress) M.A., History, Wright State University (2004) B.A., History, Bowling Green State University (1990)	15 years	Private Pilot Certificate Human Performance Improvement Certificate (ASTD)	HST 1200 The West and the World since 1500 HST 2110 American History to 1877 HST 2120 American History since 1877	4-6
Kemberli Fisher	Adjunct	PT	M.Ed., Early Childhood Education (1993) B.S., Elementary Education K-8 (1989)	3 years 19 years in the field	State of Ohio, Department of Education, Permanent License K-8, WR1011642 (issued 7/1/98)	EDS 4670 (CL: EDS 6670) Collaboration for Inclusion	4-6
Michelle Flemming	Associate Professor, Director of Early Childhood Education Program	FT	Ph.D., Science Education, University of Minnesota (2007) M.Ed., Elementary Education, University of Minnesota (2001) B.S., Foundations of Education, University of Minnesota (1998)	20 years		EED 4100 (CL: ECE 4100) Science Methods in ECE EED 4200 (CL: ECE 4200) Mathematics Methods in ECE	4-6

Mindy Fulks	Instructor	FT	M.Ed., Education, University of Dayton (1984) B.S., Elementary Education 1-8, The Ohio State University (1979)	11 years	State of Ohio, Department of Education, Permanent License 1-8, OH 24340078 (issued 8/31/94) Certification as a Master Teacher (issued 2014)	ED 1100 Introduction to Middle Childhood Education ENG 3520 Writing Pedagogy for Integrated Language Arts ED 3700 Communication Arts for Educators ED 4060 Reading and Literacy I: Background and Foundations ED 4080 Phonics and Word Study Instruction ED 4220 Middle Level Teaching: Principles, Practices, and Learning ED 4590 Classroom Management and Organization	4-6
Nancy Garner	Associate Professor	FT	Ph.D., History, University of Kansas (1994) M.L.S., Library Science, University of Maryland (1981) B.A., History and English, William Jewell College (1980)	32 years		HST 2120 American History since 1877 HST 3650 Ohio History	4-6
Patrick Scott Geisel	Senior Lecturer	FT	M.A., English, Wright State University (1997) B.A., English, Wright State University (1995) Associate of Science, Math, Sinclair	20 years		ENG 1100 Academic Writing and Research ENG 2100 Research Writing and Argumentation	4-6

			Community College (1988)				
Charles Gulas	Professor of Marketing	FT	Ph.D., Marketing and Social Psychology, University of Massachusetts Amherst (1994) M.A., Business, Youngstown State University (1986) B.S., Marketing Management and Economics, Youngstown State University (1984)	33 Years		MKT 4300 Entrepreneurship	3-5
Ashley Hall	Assistant Professor	FT	Ph.D., English: Rhetoric and Composition, University of North Carolina at Chapel Hill (2013) M.A., Master of Arts in English: Rhetoric and Composition, Old Dominion University (2009) M.A., Master of Arts in Humanities, Old Dominion University (2005) Bachelor of Arts in Foreign Languages and Literatures, Old Dominion University (2001)	5 years		ENG 3020 Topics in Writing ENG 4020 Topics in Advanced Writing	4-6
Alfred Lee Hannah	Assistant Professor	FT	Ph.D., Political Science, The Pennsylvania State University (2015)	4 years		PLS 2120 American National Government PLS 3220 State Government	4-6

			M.A., Political Science, The Pennsylvania State University (2011)				
			M.Ed., Curriculum and Instruction, Virginia Tech (2004)				
			B.A., History, Virginia Tech (2003)				
John Haught	Associate Professor	FT	Ph.D., Curriculum and Instruction, University of Nevada Las Vegas (2005) M.Ed., Integrated Language Arts, University of Florida (2000) B.F.A., Theater, Ohio University (1979)	14 years	Secondary Language Arts – Endorsements in Drama, Speech, ESL. State of Nevada, expired	ENG 4770 ESL in the Pre-K-12 Classroom	4-6
Romena Holbert	Associate Professor	FT	Ph.D., Education, The Ohio State University (2010) M.Ed., Secondary Education, Wright State University (2003) B.S., Biological Sciences, Wright State University (2001)	16 years		ED 2100 Education in a Democracy ED 2700 Educational Psychology	4-6
Diane Huelskamp	Associate Professor	FT	Ed.D., Science, Ball State University (2010) M.S., Secondary Science, Wright State University (1995) B.S., Human Nutrition & Foodservice	16 years 9 years in the field	State of Ohio, Department of Education, Permanent Secondary Science (issued 2001)	BIO 3460 Concepts of Biology II for Early and Middle Childhood Education CHM 3460 Concepts in Chemistry II for Middle Childhood Education PHY 3460 Concepts and Applications in Physics II	3-5

			Management, The Ohio State University (1987)				
Stacey Hundley	Lecturer	FT	Ph.D., Science Education, The Ohio State University (2007) Master of Science in Teaching Earth Science, Wright State University (1998) Bachelor of Science in Environmental Studies, Ohio University (1994)	20 years		EES 3450 Concepts in Earth Science I for Early and Middle Childhood Education	3-5
Angela Johnson	Full Professor	FT	Ph.D., Language, Literacy, and Culture (English Education), The Ohio State University (2000) M.A., English, Ball State University (1996) B.A., English & Secondary Education, Ball State University (1991)	19 years 5 years in the field		ENG 3530 Young Adult Literature ENG 3560 Writing Workshop ENG 3570 Reading Workshop	4-6
Doris Johnson	Associate Professor	FT	Ed.D, Curriculum and Instructional Leadership, Vanderbilt University (1995) Ed.S., Administration and Supervision, Tennessee Technological University (1992) M.A., Elementary Education, Tennessee Technological University (1990)	44 years		EED 3200 (CL: ECE 3200) Social Studies Methods in ECE ED 2600 Introduction to Education EDS 2900 Individuals with Exceptionalities	4-6

			B.S.E., Vocational Education, University of Memphis (1974)				
Penny Johnson			Principalship, University of Dayton (2007) Master of Education, Teacher Leader, Wright State University (2004) Bachelor of Science, Elementary Education K-8, Wright State University (1989)	30 years	National Board Certified Teacher, Middle Childhood Generalist (2004)	EED 3400 (CL: ECE 3400) Classroom Management and Positive Child Guidance	4-6
F. Leonard Kenyon II	Instructor	FT	M.S., Science Education and Teaching (License K-9), National Louis University (2005) B.S., Marine Biology, Long Island University (1992)	7 years 8 years in the field		BIO 3460 Concepts in Biology II for Early and Middle Childhood Education BIO 3450 Concepts of Biology I for Early and Middle Childhood Education	3-5
Lisa Kenyon	Associate Professor	FT	Ed.D., Curriculum and Instruction (Science Education), University of Houston (2003) M.S., Wildlife and Fisheries Sciences, Texas A&M University (1997) B.S., Biology, University of Missouri-Kansas City (1992)	16 years		ED 4360 (CL: ED 6360) Middle Childhood Education Science: Curriculum and Methods BIO 3460 Concepts in Biology II for Early and Middle Childhood Education	4-6

Tracey Kramer	Senior Lecturer	FT	M.Ed., Teacher Leader, Wright State University (2012) M.Ed., Special Education: Gifted, Wright State University (1998) B.S., Elementary Education (1-8), Miami University (1992)	16 years	State of Ohio, Department of Education, 5 Year Professional License, Elementary 1-8; Gifted Endorsement K-12; Reading Endorsement K-12, MM1020638 (19-24)	ED 2650 Field Experience I: Introduction to the Education Profession ED 2750 Early Field Experience II: Introduction to Educational Psychology EED 1000 Pre-Professional Seminar P-5	4-6
Lorrie Kubaszewski	Instructor	FT	M.S., Education, University of Dayton (1997) B.S., Education, Wright State University (1982)	5 years 30 years in the field	State of Ohio, Department of Education, Permanent Elementary 1-8; Reading Endorsement K-12, WR1-00-6195 (issued 7/18/2002)	ED 1100 Introduction to Middle Childhood Education ED 4070 (CL: ED 6070) Reading and Literacy II: Content Literacy Tools ED 4220 Middle Level Teaching: Principles, Practices, and Learning	4-6
Bruce Laforse	Associate Professor	FT	Ph.D., Classics, University of Texas at Austin (1997) M.A., Greek, University of Texas at Austin (1989) M.A., Classics, San Francisco State University (1987) B.A., History, Ithaca College (1979)	33 years		CLS 2040 Great Books - Classics	4-6

Crystal Lake	Professor	FT	Ph.D., English, University of Missouri (2008) M.A., English, West Virginia University (2003) B.A. in English, West Virginia University (2001)	9 years		ENG 3220 British Texts: 1660 to Later 19th Century	4-6
Carol LaPerle	Full Professor	FT	Ph.D., English Literature, Arizona State University (2008) M.A., English Literature, Arizona State University (2003) B.A., English & Philosophy, Carleton University (1996)	11 years		ENG 3010 Topics in Reading ENG 3210 British Texts: Medieval to 17th Century	4-6
Paul Leonard	Adjunct	PT	J.D., Northern Kentucky University (1969) B.S., Journalism, Ohio University (1965)	24 years		PLS 3370 The Legislative Process	4-6
Suzanne Lunsford	Full Professor	FT	Post-Doctoral Associate, University of Cincinnati (1995–1997) Ph.D., Analytical/ Inorganic Chemistry, University of Cincinnati (1995) B.S., Chemistry, Xavier University (1990)	18 years		CHM 3460 Concepts in Chemistry II for Middle Childhood Education CHM 2450 Concepts in Chemistry I for Early and Middle Childhood Education	3-5

| Anna Lyon | Associate Professor | FT | Ed.D., Curriculum and Instruction, Virginia Polytechnic Institute and State University (2000)

M.A., Elementary Education/Reading, Northern Kentucky University (1981)

B.A., Elementary Education, Central Florida University (1978) | 38 years | Elementary Education (K-6) Teaching License, Reading (K-12) Endorsement, State of North Carolina (2003-2008)

Elementary Education (1-8) Teaching License, Reading (1-8) Endorsement, Commonwealth of Kentucky (1981-Life)

Postgraduate Professional Teaching License (NK - 4), Reading Specialist Endorsement, Commonwealth of Virginia (1996-2001)

Literacy Collaborative University Trainer, The Ohio State University (1999-2000)

Reading Recovery, George Mason University (1994-1995) | EED 3150 (CL: ECE 3150) Literacy Methods: Reading

EED 3750 (CL: ECE 3750) Writing Methods in Early Childhood Education

EED 4650 (CL: ECE 4650) Literacy Methods: Supporting Struggling Readers

EED 3650 (CL: ECE 3650) Phonics and Word Study in ECE

EED 3500 (CL: ECE 3500) Families, Communities, and Schools | 4-6 |
| **Mindy McNutt** | Associate Professor | FT | Ph.D., Educational Administration and Supervision, Higher Education | 28 years | | OL 2010 Leading Self | 4-6 |

			Administration, Bowling Green State University (1990) Ed.S., Educational Administration, Educational Leadership, Wright State University (1987) M.S., Personnel Counseling, Mental Health Concentration, Wright State University (1981) B.A., Communication, Wright State University (1978)				
Dan Noel	Senior Lecturer & Director of Community - Based Learning	FT	Ph.D., Organizational Leadership, Regent University (2006) M.Ed., Community Counseling, University of Tennessee at Chattanooga (1992) B.A., Psychology, Lee University (1989)	15 Years		OL 3020 Leadership Foundations OL 3040 Leading Teams	4-6
Chad Nunamaker	Adjunct Faculty	PT	Ph.D., Concentration: Early Childhood Education, Concordia University Chicago (In Progress) M.S.E, Concentration: Early Childhood Leadership and Advocacy, University of Dayton (2013) B.S.Ed., Concentration: Early Childhood	10 years		EED 3300 (CL: ECE 3300) Introduction to Child Development	4-6

			Education, Wright State University (2010)				
Nimisha Patel	Full Professor; Chair of Teacher Education	FT	Ph.D., Arizona State University (2006) M.Ed., Arizona State University (2003) B.A., English; Psychology; Secondary Education (7-12) English & Psychology (1998)	2 years in the field 13 years		EED 4400 (CL: ECE 4400) Assessment Methods in ECE	4-6
Michelle Reed	Associate Professor	FT	Ph.D., Mathematics Education, Ohio State University (2000) Ed.M., SUNY at Buffalo (1989) B.A., Clarion University of Pennsylvania (1987)	20 years 3 years in the field		MTH 2410 Mathematics Concepts for Teachers I MTH 3430 Algebra and Functions for Middle School Teachers MTH 4460 Problem Solving and Mathematical Modeling for Middle School Teachers STT 3420 Probability and Statistics for Middle School Teachers	3-5
Eric Rowley	Senior Lecturer	PT	Ph.D., Science Education: Physics, University of Iowa (2006) M.A.T., Physics/Chemistry Education, Minnesota State University (1999) B.S., Physics, University of Minnesota (1995)	25 years	Minnesota Teaching License #377238, Physics/Chemistry/Physical Science: 7th - 12th Grade, Inactive	PHY 2450 Concepts in Physics for Early Childhood Education PHY 2460 Concepts in Physics for Middle Childhood Education	3-5
Robert Rubin	Senior Lecturer	FT	M.A. English, Wright State University (1993)	25 years		ENG 2040 Great Books: Literature	4-6

			B.A. Spanish, Indiana State University (1990)				
Carl Sabo	Associate Professor	FT	Ph.D. The Ohio State University (2005) M.Ed. Ohio University (1985) B.S.C. Ohio University (1983)	8 years	Certified Master Mindfulness Practitioner 2018 GG101X: The Science of Happiness 2015 University of California-Berkeley through edX	RHB 3030 Employment of People with Disabilities	4-6
Jennifer Schmidt	Adjunct	PT	M.Ed., Special Education Mild-Moderate, Moderate-Intensive, Wright State University (1999) B.S., Elementary Education, Wright State University (1997)	22 years	State of Ohio Teaching LIcense in Elementary Education 1-8, Science Concentration (1997 - present) State of Ohio Teaching License in Special Education, Mild to Moderate/Moderate to Intensive (1997 - present)	EDS 4570 (CL: 6570) Instructional and Behavioral Management Skills for Intervention Specialists	4-6

Amaha Sellassie	Adjunct	PT	M.A., Sociology, University of Cincinnati (2017) B.A., Sociology, Wright State University (2014) A.A.S., Applied Science in Supply Chain Management, Sinclair Community College (2012)	5 years		ED 2800 Cultural Humility for Working with Youth ED 3100 The African American Experience in Education	4-6
Alpana Sharma	Professor, Department Chair	FT	Ph.D., Critical and Cultural Studies, University of Pittsburgh (1990) M.A., English, University of Delhi (1982) B.A., English, University of Delhi (1980)	30 years		ENG 3420 Post-Colonial Texts	4-6
Jennifer Turpin Stanfield	Adjunct	PT	M.A. Exercise Science and Health Promotion The Ohio State University, Columbus, Ohio (2005) B.A. Strategic Communication, Exercise Science minor The Ohio State University, Columbus, Ohio (2003)	8 Years	Teaching with Technology certificate, Central State University, Center for Instructional Teaching Innovation Certified Exercise Physiologist, American College of Sports Medicine	HED 1230 Personal Health	4-6

Name	Rank	FT/PT	Education	Experience		Courses Taught	Range
Andrew Strombeck	Associate Professor	FT	Ph. D., English, University of California (2003) M.A., English, University of California (1997) B.A., English and Philosophy, Boston University (1994)	16 years		ENG 3320 American Texts: to 21st Century	4-6
Bud Strudthoff	Adjunct	PT	M.Ed., Special Education, University of Cincinnati (2009) B.S.Ed., Middle Childhood Education, Science & Social Studies, University of Cincinnati (2007)	3 years 11 years in the field		ED 1100 Introduction to Middle Childhood Education EDS 4670 (CL: EDS 6670) Collaboration for Inclusion	4-6
Jennifer Subban	Associate Professor	FT	Certified Nonprofit Professional (CNP) Credential, Wright State University (2017) Ph.D., Urban Studies, University of New Orleans (1998) Master of Urban and Regional Planning (M.U.R.P.), University of New Orleans (1994) B.S., Geography and Environmental Science and Mathematical Statistics, University of Natal (1989)	26 years		URS 4950 Urban Affairs Internship	4-6
Drew Swanson	Associate Professor	FT	Ph.D., History, University of Georgia (2010)	8 years		HST 2110 American History to 1877 HST 4870 Special Topics in History	4-6

			M.A., History, Appalachia State University (2004) B.S., History and Naturalist Biology, Lees-McRae College (2001)				
Ryan Taylor	Lecturer & Internship /Community engagement Coordinator	FT	Masters of Rehabilitation Counseling, Wright State University (2007) B.S., Rehabilitation Services, Wright State University (2004)	21 years	Licensed Professional Counselor (2013) Certified Rehabilitation Counselor (2007)	RHB 2010 Introduction to Rehabilitation Services RHB 4010 Developmental Disabilities	4-6
Rebecca Teed	Associate Professor	FT	Ph.D., Ecology, Evolution, and Behavior, University of Minnesota (1999) M. Phil. Quaternary Studies, University of Cambridge (1993) B.A., Biology, Williams College (1990)	14 years		EES 3460 Concepts in Earth Sciences II for Middle Childhood Education	4-6
James Tomlin	Professor	FT	Ed.D., Science Education, Temple University (1994) M.S., Biology, East Stroudsburg University (1984) B.A., Biology, East Stroudsburg University (1976)	40 years		ED 2270 Middle Childhood and Adolescent Young Adult Science Pedagogy and Content Seminar	4-6

Name	Rank	FT/PT	Education	Experience	Certification	Courses	
William Wall	Adjunct	PT	Master of Social Work, Our Lady of the Lake University (1981) B.A. Psychology and Sociology, Case Western Reserve University (1973)	3 years		RHB 3610 Rehabilitation Services for Veterans	4-6
Ann Welch	Instructor	FT	M.A., Human Developmental Psychology, Gallaudet University (2000) B.A., General Psychology, Wright State University (1999)	18 years		ASL 1010 Beginning American Sign Language I ASL 1020 Beginning American Sign Language II ASL 3010 Deaf Culture & Community ASL 3020 Deaf History in America	4-6
Lee Welz	Lecturer	FT	M.Ed., Elementary Education, University of Dayton (1992) B.S., Elementary Education/ Reading, Wright State University (1989)	8 years 19 years in the field	State of Ohio Permanent Certificate, Elementary 1-8; Reading Endorsement K-12, WR1008062 (issued 4/20/99)	ED 4090 (CL: ED 6090) Literacy Assessment and Intervention ED 4210 MCE Reading & Writing across the Curriculum	4-6
Christine Wilson	Associate Professor	FT	M.A./Ph.D., English, Michigan State University (2008) B.S., English Education, Ferris State University	13 years		ENG 3310 American Texts: Colonial to 1980	4-6
Andrew Wonders	Adjunct	PT	Ph.D., Organizational Studies, Wright State University (In Progress)	19 years		KNH 2420 Principles of Emergency Management	4-6

			M.S., Sport Administration, University of Northern Colorado (2006) B.S., Sport Management, Slippery Rock University (2000)				
Timothy Woolfe	Adjunct	PT	M.S. Physical Education/Athletic Administration (1981) B.S. Physical Education/Health, Biology (1972)	12 years	M.S. Certification in Supervision and Principalship (1985)	HED 2340 Health Behaviors HED 3310 Health Education and Physical Education for ECE	4-6

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

9.1 Library resources

- *Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).*

- *Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).*

- *Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

9.2 Information literacy

- *Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

Faculty who currently serve the department's existing undergraduate licensure programs will serve the B.S.Ed. in Educational Studies as well. No additional faculty are needed to support this new program. Additionally, no new courses will need to be developed specifically for this program. All current resources will meet the needs of the students for whom this program is intended.

10.1 Resources and facilities
Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

10.2 Budget/financial planning
Complete the table on the following page to describe the financial plan/budget for the first four years of program operation.

Fiscal Impact Statement for New Degree Programs

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Head-count full time	3	7	10	10
Head-count part time	1	1	2	3
Full Time Equivalent (FTE) enrollment	3.5	7.5	11	11.5
II. Projected Program Income				
Tuition (paid by student or sponsor)	*134,092	*287,340	*421,432	*440,588
Expected state subsidy				
Externally funded stipends, as applicable	$0	$0	$0	$0
Other income (if applicable, describe in narrative section below)	$0	$0	$0	$0
*Calculated at 2019-2020 guaranteed tuition ($4789) x 8 semesters x estimated # of students				
Total Projected Program Income	**134,092	**287,340	**421,432	**440,588
**does not include state subsidy				
III. Program Expenses				

New Personnel
• Instruction (technical, professional and general education)
    Full ____
    Part Time ____
• Non-instruction (indicate role(s) in narrative section below)
    Full ____
    Part time ____
	$0	$0	$0	$0

New facilities/building/space renovation (if applicable, describe in narrative section below)	$0	$0	$0	$0
Scholarship/stipend support (if applicable, describe in narrative section below)	$0	$0	$0	$0
Additional library resources (if applicable, describe in narrative section below)	$0	$0	$0	$0
Additional technology or equipment needs (if applicable, describe in narrative section below)	$0	$0	$0	$0
Other expenses (if applicable, describe in narrative section below)	$0	$0	$0	$0
Total Projected Expense	$0	$0	$0	$0

Budget Narrative:
(Use narrative to provide additional information as needed based on responses above.)
Budget Information

The courses for three of the concentrations in the B.S.Ed. Educational Studies program are already required for candidates in the Elementary Education P-5, Early Childhood Education, Middle Childhood Education, and Intervention Specialist Education majors. The fourth concentration includes courses already required for programs within the department and in other departments across campus. Thus, this new major does NOT require any new courses, additional faculty, or any additional course offerings. Consequently, this major will

allow candidates to complete an undergraduate program, without any additional WSU financial resources required.

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

Results of recent accreditation reviews   Course syllabi
Organizational Chart   Faculty CVs
Faculty/student handbooks (or link)   Current catalog (or link)

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description

Commitment to Program Delivery

Provide a statement of the institution's intent to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Verification and Signature

Wright State University verifies that the information in the application is truthful and accurate.

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Dr. Susan Edwards, Provost and Executive Vice President for Academic Affairs