## MEMORANDUM

**To:**  Board of Regents

**From:**  Board Office

**Subject:**  Proposed Ph.D. in Applied Linguistics and Technology, Iowa State University

**Date:**  May 10, 2004

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**Recommended Action:**

Approve Iowa State University's proposal to establish a Doctor of Philosophy in Applied Linguistics and Technology.

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**Executive Summary:**

Iowa State University is requesting approval of a new doctoral program, the Ph.D. in Applied Linguistics and Technology in the Department of English, College of Liberal Arts and Sciences.

The Interinstitutional Committee on Educational Coordination (ICEC) and the Board Office have reviewed the program proposal and recommend it for approval. The Board Office has reviewed this program based on the Board's criteria (duplication, need/demand for the program, quality, cost, and link to strategic planning). The proposed program appears to meet these criteria.

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**Analysis:**

Board Office Review of Criteria for New Programs

The following is an analysis of the program proposal with respect to the Board's criteria for new program approval.

Distinct from other Regent offerings

Duplication.
The proposed program appears distinct from other programs currently offered at Regent institutions. The University of Iowa offers both a Ph.D. in second language acquisition, which focuses on foreign language, and a Ph.D. in linguistics which emphasizes research and theory. The proposed ISU program, by contrast, would focus on the English language and the application of linguistics technology, rather than on foreign language or research and theory. The University of Northern Iowa offers no doctoral-level degrees in applied linguistics or related fields.

Field of second language acquisition is expanding

Need/Demand.
The broad field of second language acquisition is expanding. Many graduating Ph.D.s enter tenure track positions in applied linguistics and English. Other potential career paths include administering ESL programs in academia, doing research in English language-related research and development foundations, working in publishing, and

working for government agencies such as the Peace Corps and Foreign Service.

BLS forecasts need

According to the U.S. Department of Labor, Bureau of Labor Statistics *(*Occupational Outlook Handbook 2004-2005), the demand for persons trained in this general area is expected to be very high for at least the next decade, due to the expected increase in the number of U.S. residents with limited English skills. In addition, the Bureau of Labor Statistics notes that computers are increasingly being used to supplement instruction in teaching English to speakers of other languages. This proposed program responds to these needs and builds on strengths at ISU.

Meets national standards

Quality.
The program is intended to provide students with the knowledge and skills necessary to investigate human interrelationships in concrete settings through language analysis, assessment, and teaching. The program would particularly emphasize the use of technology in applied linguistics research and teaching. The proposed program meets national standards articulated by the relevant professional association, Teachers of English to Speakers of Other Languages.

Program cost

Cost.
Estimated incremental budget increases associated with the program would be obtained through reallocations within the Department of English for the first three years. Estimated total incremental increases over three years are $282,411.

Program matches college mission and university strategic plan

Link to Institutional Strategic Planning.
The proposed program advances the College of Liberal Arts and Sciences Mission which states, in part, that "The College values the integration of learning and discovery in its efforts to develop and support distinctive graduate programs." In addition, the proposed program addresses the goal stated in the University Strategic Plan of establishing "innovative and effective programs in teaching, research, and outreach that integrate and maximize the benefits of information technology and computation."
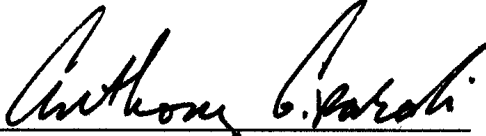
Program aligns with Board strategic plan

The proposed program is also consistent with the following objectives of the Board's 2004-2009 Strategic Plan:

Objective 1.1.    Offer high-quality programs through ongoing program improvement for undergraduate, graduate, professional, and non-degree students and special school students.

Objective 1.3.    Provide educational experiences that enhance the knowledge, abilities, opportunities, and personal incomes of individual Iowans through educational attainment.

Post-Audit Review      As called for in the Board of Regents' <u>Policy Manual</u>, § 6.07, the University is reminded that a post-audit report will be due on this program in May, 2009.

New Program            The University's responses to the Board of Regents New Program
Review Questions       Review Questions are attached to this memorandum.

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_____          Approved:_____
Anthony Girardi                                     Gregory S. Nichols

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# Board of Regents Questionnaire

**Doctor of Philosophy** Degree, Major in **Applied Linguistics and Technology**

1. Need

a.  How will this proposed program further the educational and curriculum needs of the students in this discipline?

It prepares students to hold a variety of positions in educational and commercial institutions in Iowa, the U.S., and around the world where English as a second language is taught and used for specific educational, vocational, and professional purposes. The emphasis on the use of technology in applied linguistics research and teaching is an important aspect of our program. This is an important area as the 21st century progresses because technology is playing an integral role in ESL learning and assessment as it is in all facets of society. Futurists envisage a world in which adults continue to act as learners throughout their lives as their personal and professional needs change. For many people throughout the world one educational need will be to learn English, and many will seek to learn English through participation in online learning. This trend, which is prompted through the widespread availability of sophisticated technologies, is having a major impact on the profession of applied linguistics and the teaching of ESL, whose professional knowledge base comes from theory, research, and practice in classrooms, test centers, and face-to-face interaction.

b.  How does it further the educational and curriculum needs of other units in the college or university?

We have begun discussions with colleagues in the Department of Curriculum and Instruction in the College of Education toward collaboration with their doctoral program in curriculum and Instructional Technology. The research that doctoral students will carry out in Applied Linguistics and Technology will potentially involve working with faculty in such disciplines as educational technology, foreign languages, anthropology, sociology, psychology, and statistics. Furthermore, the proposed Ph.D. curriculum encourages closer ties with other disciplines within the English department, particularly Rhetoric and Professional Communication, and within the graduate minor in the Interdepartmental Program in Linguistics.

2. Duplication and Collaboration

a.  What programs in this field of study are available in other colleges and universities in Iowa?

Ph.D. in Second Language Acquisition, University of Iowa
Ph.D. in Linguistics, University of Iowa

b.  With what representatives of these programs have you consulted in developing this
    proposal?  Provide a summary of the reactions of each institution consulted.

    Professors L. Kathy Heilenman and Judith Liskin-Gasparro, Co-directors, Foreign
    Language Acquisition Research and Education, University of Iowa

    Professor William Davies, Chair, Linguistics Department, University of Iowa

c.  In what ways is this proposed program similar to those mentioned in A? In what ways
    is it different or does it have a different emphasis?

    Both University of Iowa programs involve the study of language.  The Second
    Language Acquisition doctoral program focuses on languages other than English.
    The proposed program shares disciplinary roots and research orientations with the
    SLA program, particularly the specialization on SLA-technology.  We will therefore
    be able to work in a mutually beneficial way despite the fact that our students will
    focus on English while the students in the SLA program will work on other
    languages.

    The Linguistics program at University of Iowa is theoretical in orientation, as
    opposed to the applied focus on the study of English as a second language of the
    proposed program at Iowa State.

d.  How does the proposed program supplement the current programs available?

    By offering a focus on applications of technology in the service of the analysis of
    English, and the teaching, learning and assessment of English as a second language.

e.  Has the possibility of some kind of inter-institutional program or other cooperative
    effort been explored? What are the results of this study?

    We have discussed the possibility of shared courses, course modules, and grant
    research with faculty in the SLA program at University of Iowa.  It was evident that
    collaborative efforts in this area are desirable, and that Iowa State's program would
    strengthen the potential for collaboration.  All participants see potentials and benefits,
    as well as the need to work out logistical and work load issues.  These discussions
    will continue upon approval of Iowa State's proposal on the assumption that practical
    issues are not insurmountable.

f.  Not applicable.

g.  Classification of Instructional Program (CIP) code: Teaching English as a Second or
    Foreign Language, 13.1401.

3. Please estimate the enrollment in this program (for the next five years) as follows:

|   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------|--------|--------|--------|--------|
| a. Undergraduate Majors |  |  |  |  |  |
| Non-Majors |  |  |  |  |  |
| b. Graduate Majors | 8 | 12 | 16 | 20 | 25 |
| Non-Majors | 5 | 5 | 5 | 5 | 5 |

c. On what basis were these estimates made?

Recent and current enrollment patterns in the English Department doctoral program in Rhetoric and Professional Communication, data from the survey of MA programs, and funds available for reallocation for graduate assistantships.

d. What are the anticipated sources of these students?

Graduates of undergraduate and MA programs in English, Linguistics, Applied Linguistics, and Education across the U.S. and around the world. Our market survey (see Section 4 above) suggests that there is a ready market for a doctoral program in Applied Linguistics and Technology.

4. Please provide any available data or information on employment opportunities available to graduates of this program in Iowa and nationally

Colleagues in applied linguistics programs elsewhere have reported that the majority of their graduating Ph.D.s enter tenure track positions in applied linguistics and English. They also find jobs administering ESL programs in academia, doing research in English language related research and development foundations, working in publishing, and working for government agencies such as the Peace Corps and Foreign Service. The Chair of TESL/Applied Linguistics at UCLA, wrote that her personal observations "indicate that our Ph.D.s in Applied Linguistics are much more successful in landing good jobs after graduation than are their counterparts in, say, theoretical linguistics or English Literature. We really aren't worried very much about jobs for our graduates. The jobs seem to be out there." This observation is borne out by the growing number of jobs for professionals educated to teach and test ESL as well as to do research in these areas and educate others. Each year we see an increase in the number of job announcements seeking applied linguists for positions at universities, colleges, community colleges, and businesses, and each year an increasing number require competence in using technology for work in applied linguistics.

5. Are there accreditation standards for this program?
   No.

6. Does the proposed program meet minimal national standards for the program, e.g., Council of Graduate Schools or other such bodies?

   A professional association, Teachers of English to Speakers of Other Languages, in Washington, D.C., has published a "Statement of Core Standards for Language and Professional Preparation Programs" (1982). The Standards document includes "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States" (1975). TESOL also publishes "Common Qualifications for ESOL Teachers"
   (http://www.tesol.org/careers/counsel/qualifications.html)
   The proposed doctoral program at Iowa State meets these standards and guidelines.

7. Please report any reactions of the Iowa Coordinating Council for Post-High School Education.

   The proposal was sent to the ICCPHSE on 4/1/03; no objections were received.

8. How does this program relate to the college's/university's strategic plan?

   As previously indicated, the proposed program also helps meet an important goal of the College of Liberal Arts and Sciences Mission, which states that "The College values the integration of learning and discovery in its efforts to develop and support distinctive graduate programs (both masters and doctoral) that enhance the land grant, science and technology mission of the University." (LAS Web page) . The focus on technology in the analysis, teaching, and assessment of English as a second language fits well with the College mission.

   The program also meets Goal 5 of the University Strategic Plan: establishing international leadership in the integration and effective use of information technology and computation services, characterized by innovative and effective programs in teaching, research, and outreach that integrate and maximize the benefits of information technology and computation. Moreover, our proposal also matches closely Goal 2, which is concerned with strengthening graduate, professional, and research programs, characterized by increased quality, diversity, and numbers of graduate students, postdoctoral fellows, and visiting scholars, distinctive graduate programs, including targeted professional programs that serve the needs of Iowans who desire to continue their education, and new and innovative graduate instruction, including course delivery for distant students using communications technology.

# Additional Resource Needs

Either question one or question two requires a "yes" answer. In addition to a "yes" response to one of the first two questions, question three and question four should be answered. If applicable, question five should be answered.

1. Will the program require <u>new</u> resources?         Yes ___ No ___
   If "yes," what is the plan to obtain new resources?

2. Will the program require <u>reallocated</u> resources?   Yes _X_ No ___
   If "yes," what is the university's reallocation plan to fund this program?

   Staff:  P&S programmer/instructional developer.  In a doctoral program focusing on discipline-specific use of technology, this position is necessary.  This person is needed to oversee the applied linguistics computer lab, and act as the software librarian and resource and support person for the applied linguistics faculty and students.  S/he would be responsible for overseeing implementation and maintenance of instructional and assessment software for instruction and grant projects, consulting on grant proposals, updating hardware and software, trouble-shooting, and liaising with department and university hardware support staff.

   Salary for this new position will be funded from the open line budget of the English Department, which contains funds from retirements and resignations; equipment and professional development for this position will be funded by grants from the proposed doctoral program.  Elements of this position will be shared by other programs in the department, such as the existing Ph.D. in Rhetoric and Professional Communication.

   Graduate Assistants: Resources to offer teaching assistantships to the newly admitted doctoral students will be required.  These teaching assistants will teach such courses as English 101, Academic English; English 219, Introduction to Linguistics; and English 220, Descriptive English Grammar.  Funds to pay stipends for doctoral students admitted to the new program would come from two sources:
   a. The English Department's Supplemental Appointments line, which we currently use to fund lecturers.  The TAs from the new Ph.D. program would replace many of the lecturers currently hired to staff courses (mostly First-Year Composition).  This source would provide $25,000 of the necessary $118,705 the first year, and $20,000 of the necessary $59,353 the second and third years.
   b. The English Department's Contract Supplemental line, which currently funds lecturers.  This line was created when the department and the LAS College negotiated a contract to hard-budget ongoing instructional needs.  This source would provide $93,705 (the remainder of the $118,705) the first year, and $39,353 (the remainder of the $59,353) the second and third years
   The English Department will move funds from both of these lines into our GA line as the new doctoral program admits students.

The quality of instruction provided by new TAs admitted to the program would likely remain the same or increase. First, the English Department a highly successful TA training program, which is regarded as among the best in the University; TAs will be competently prepared and mentored. Second, most of the lecturers to be replaced by TAs have only M.A. degrees; the new TAs, selectively admitted to the doctoral program, also enter with M.A.s. The department's experience with doctoral TAs in its established Rhetoric and Professional Communication further suggests that the quality of instruction provided by TAs in the proposed doctoral program in Applied Linguistics and Technology will similarly be equal or above that provided by lecturers.

3. At what level of enrollment will additional resources be required for the program?

    The program would have to double in size to grow beyond the funding anticipated as necessary in this proposal.

4. Estimate the total costs (or *incremental increases in expenditures*) that may be necessary as a result of the new program for the next three years.

Table 1 shows the estimated increases, which would be obtained through reallocations within the Department of English as described under number 2, above.

Table 1. Estimated incremental increases in expenditures for applied linguistics & technology doctoral program

| Estimated (incremental) Costs | | | |
|---|---|---|---|
| | **First Year** | **Second Year** | **Third Year** |
| Faculty/Staff* | -0- | $45,000 | -0- |
| Graduate Assistants** | $118,705 | $59,353 | $59,353 |
| General Expense | -0- | -0- | -0- |
| Equipment | -0- | -0- | -0- |
| Library Resources | -0- | -0- | -0- |
| New Space Needs (est. amt. and cost of new space and/or remodeled space) | -0- | -0- | -0- |
| Computer Use | -0- | -0- | -0- |
| Other Resources (please explain) | -0- | -0- | -0- |
| **TOTAL:** | $118,705 | $104,353 | $59,353 |

* Programmer/Instructional Developer
** These figures assume that each student requires a stipend of $14,838/year (14,838 x 8 students the first year = $118,705; 14,838 x 4 additional students the second and third years = $59,353 each year. The stipend of $14,838 reflects the current stipend of $13,986.92 times two 3% raises that may occur before the program begins in fall of 2004.)

5. For programs planning to use external grants, what would be the effect of the grant termination?

    External grants are not the source of funding.