

# **Appendix I**

## Budget

**Category I Proposal Budget Outline**

**Estimated Costs and Sources of Funds for the Proposed Program (12/01/04)**

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.  
See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: [www.ous.edu/faca/aca-forms.html](http://www.ous.edu/faca/aca-forms.html)

**Institution:** Oregon State University

**Category I Proposal Name:** Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate

**Academic Year:** AY2006

**Operating Year:** 2005-2006

**Completed by:** Rich Shintaku/Allan Brazler

(Indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

**Year 1**

Column G

Column F

Column E

Column D

Column C

Column B

Column A

From Current Budgetary Unit      Institutional Reallocation from Other Budgetary Unit      From Special State Appropriation Request      From Federal Funds & Other Grants/Contracts      From Fees, Sales, & Other Income      Endowment      LINE ITEM TOTAL

FTE	Dept	College	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants/Contracts	From Fees, Sales, & Other Income	Endowment	LINE ITEM TOTAL
<b>Personnel</b>								
	Faculty (Include FTE)					26,400		\$26,400
	Program Coordination					13,500		\$13,500
	Graduate Assistants (Include FTE)							\$0
	Fellowships/Scholarships							\$0
	*OPE: Faculty -51% and 43% Staff --					19,270		\$20,350
	GTA/GRA							\$0
	Nonrecurring							\$0
	<b>Personnel Subtotal:</b>	0	0	0	0	59,170	0	\$59,170
<b>Other Resources</b>								
	Library/Printed					5,550		\$5,550
	Library/Electronic					1,500		\$1,500
	Supplies and Services					1,500		\$1,500
	Equipment					1,500		\$1,500
	Travel					2,500		\$2,500
	Other Expenses (15% overhead: includes attrition)					13,000		\$13,000
	<b>Other Resources Subtotal:</b>	0	0	0	0	25,550	0	\$25,550
<b>Physical Facilities</b>								
	Construction							\$0
	Major Renovation							\$0
	Other Expenses							\$0
	<b>Physical Facilities Subtotal:</b>	0	0	0	0	0	0	\$0
<b>GRAND TOTALS:</b>								
		0	0	0	0	84,720	0	\$84,720
	<b>Percentage of Total</b>	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	

\* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

(OUS and OSU)

# Category I Proposal Budget Outline

## Estimated Costs and Sources of Funds for the Proposed Program (12/01/04)

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.  
See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: [www.ous.edu/escal/aca-forms.html](http://www.ous.edu/escal/aca-forms.html)

Institution: **Oregon State University**

Category I Proposal Name: **Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate**

Academic Year: **AY 2007**

Operating Year: **2006-2007**

Completed by: **Rich Shintaku/Allan Brazier**

(Indicate 1st, 2nd, 3rd, or 4th year—prepare one page for each)

Year 2

FTE	Dept	College	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	Column A	Column B	Column C	Column D	Column E	Column F	Column G	LINE ITEM TOTAL
<b>Personnel</b>												
0.70									27,000			\$27,000
0.15									10,000			\$10,000
												\$0
												\$0
									18,440			\$18,440
												\$0
												\$0
												\$0
									55,440			\$54,400
<b>Other Resources</b>												
									4,000			\$4,000
									1,500			\$1,500
									1,575			\$1,575
									1,575			\$1,575
									2,625			\$2,625
									13,650			\$13,650
									24,925			\$24,925
<b>Physical Facilities</b>												
												\$0
												\$0
												\$0
									0			\$0
<b>GRAND TOTALS:</b>												
									80,365			\$80,365
									100.00%			0.00%

\* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

(OUS and OSU)

# Category I Proposal Budget Outline

## Estimated Costs and Sources of Funds for the Proposed Program (12/01/04)

Total new resources required to handle the increased workload, if any, if no new resources are required, the budgetary impact should be reported as zero.  
See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: [www.ous.edu/aca/aca-forms.html](http://www.ous.edu/aca/aca-forms.html)

Institution: Oregon State University

Category I Proposal Name: Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate

Academic Year: AY 2008

Operating Year: 2007-2008

Completed by: Rich Shintaku/Allan Brazier

Year 3

Column G

Column F

Column E

Column D

Column C

Column B

Column A

From Current Budgetary Unit  
 FTE Dept College  
 Institutional Reallocation from Other Budgetary Unit  
 From Special State Appropriation Request  
 From Federal Funds & Other Grants/Contracts  
 From Fees, Sales, & Other Income  
 Endowment  
 LINE ITEM TOTAL

	FTE	Dept	College	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants/Contracts	From Fees, Sales, & Other Income	Endowment	LINE ITEM TOTAL
<b>Personnel</b>									
Faculty (Include FTE)	0.70						27,550		\$27,550
Program Coordination	0.15						10,200		\$10,200
Graduate Assistants (Include FTE)									\$0
Fellowships/Scholarships									\$0
*OPE: Faculty -53% and 45%							19,200		\$19,200
Staff ---									
GTA/GRA									\$0
Nonrecurring									\$0
<b>Personnel Subtotal:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>56,950</b>	<b>0</b>	<b>\$56,950</b>
<b>Other Resources</b>									
Library/Printed							4,250		\$4,250
Library/Electronic							1,500		\$1,500
Supplies and Services							1,650		\$1,650
Equipment							1,650		\$1,650
Travel							2,750		\$2,750
Other Expenses (15% overhead: include institution)							14,325		\$14,325
<b>Other Resources Subtotal:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26,125</b>	<b>0</b>	<b>\$26,125</b>
<b>Physical Facilities</b>									
Construction									\$0
Major Renovation									\$0
Other Expenses									\$0
<b>Physical Facilities Subtotal:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>
<b>GRAND TOTALS:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>83,075</b>	<b>0</b>	<b>\$83,075</b>
<b>Percentage of Total</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100.00%</b>	<b>0.00%</b>	<b>0.00%</b>

\* See current OPE tables at <http://oregonstate.edu/dept/budgets/budgetand/tables.htm>

(OUS and OSU)

# Category I Proposal Budget Outline

## Estimated Costs and Sources of Funds for the Proposed Program (12/01/04)

Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero.  
See "Budget Outline Instructions" on the OUS Forms and Guidelines Web site: [www.ous.edu/faca/faca-forms.html](http://www.ous.edu/faca/faca-forms.html)

Institution: Oregon State University

Category I Proposal Name: Teaching English to Speakers of Other Languages (TESOL) Graduate Certificate

Academic Year: AY 2009

Operating Year: 2008-2009

Completed by: Rich Shintaku/Allan Brazier

(Indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

Year 4

FTE	Dept	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants/Contracts	Column E From Fees, Sales, & Other Income	Column F Endowment	Column G LINE ITEM TOTAL
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**Personnel**

Faculty (Include FTE)	0.70					28,100		\$28,100
Program Coordination	0.15					10,400		\$10,400
Graduate Assistants (Include FTE)								\$0
Fellowships/Scholarships								\$0
*OPE: Faculty --54% and 46%						19,950		\$19,950
Staff ---								
GTA/GRA								\$0
Nonrecurring								\$0
<b>Personnel Subtotal:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>58,450</b>	<b>0</b>	<b>\$58,450</b>

**Other Resources**

Library/Printed						4,500		\$4,500
Library/Electronic						1,500		\$1,500
Supplies and Services						1,725		\$1,725
Equipment						1,725		\$1,725
Travel						2,850		\$2,850
Other Expenses (15% overhead: includes tuition)						15,000		\$15,000
<b>Other Resources Subtotal:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>27,300</b>	<b>0</b>	<b>\$27,300</b>

**Physical Facilities**

Construction								\$0
Major Renovation								\$0
Other Expenses								\$0
<b>Physical Facilities Subtotal:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>

<b>GRAND TOTALS:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>85,750</b>	<b>0</b>	<b>\$85,750</b>
<b>Percentage of Total</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>0.00%</b>	<b>100.00%</b>	<b>0.00%</b>	<b>0.00%</b>

\* See current OPE tables at <http://oregonstate.edu/dept/budgets/budgethand/tables.htm>



05/08/03 MEMORANDUM

*Updated 01/12/04*

FROM: A. Brazier  
TO: R. Shintaku, D. Prickel; S. Stern  
SUBJECT: OSU/SOE TESOL Graduate Certificate Proposal  
BUDGET IMPLICATIONS

A/ EXPENSES:

1. Approval Process and Program Coordination:  
Pre-year One (AY04) and Year One (AY05)  
Dr. Prickel has indicated/committed to program coordination, in load, for development and implementation phase  
Year Two (AY06) and beyond  
With recruitment of cohort #2 (AY06), consideration should be given to assigning a portion of a fixed-term position or GRA (at least .25 FTE) for program management
2. Marketing, printing, mailing, phone, FAX, and materials need to be included.
3. Classroom sites at Community Colleges should be a no-cost item, unless computer labs and technicians are required for segments of such courses as Assessment Techniques and Instructional Strategies.  
Example: Chemeketa CC current rate for a 30-seat computer lab is \$100/term for lab use, \$39.15/hour for lab assistant, and \$9/student access fee
4. Consideration should be given to transportation and accommodation costs for instructors who are required to travel to sites remote from their home base.
5. As indicated in the proposal, the program will require some dedicated support-staff time: marketing, recruiting, admissions, student services, certification, and so on. While much of this will be concurrent with and similar to the EdM and CCLP processes, and provided by the Adult Ed and Leadership support staff, a portion of FTE (.10 FTE). needs to be allocated to this program. This could be in the form of a buy-out that might fund student worker(s) or temporary help during recruitment and admission phase.
6. Obviously, cost of instruction will be the main expense. The program is 24 credit hours, to be instructed by part-time adjunct appointments. The current pay scale for SOE adjuncts ranges from \$2500-\$3500 for a 3 credit course, dependent on length of service with SOE programs. Especially in the first 2 years of the program, adjuncts would fall into the low range of the scale. Including OPE @ .50, a rate of \$1350/credit hour of instruction can be used. This would amount to  $24 \times \$1350 = \$32,400$  for one complete cycle. Economies might be realized if additional certificate programs are added to the portfolio, with intersecting core coursework.
7. These calculations include full instructional pay for the ED509 Practicum, however the cost of supervision (stipends) might be an additional expense.

**8. Library:**

**Electronic Materials:** allocate \$1500/year (\$75 per student- cohort of 20)

**Printed Materials:** allocate \$3000/year

\$1500/year for periodicals and additions to the library's collection of relevant materials

\$1500/year (\$75/student cohort of 20) for handling and mailing of printed materials)

*There should be some adjustment for inflation in Years 3 and 4.*

**B/ INCOME**

All SCH generated by this program will accrue BAM \$\$'s. These will not be new \$\$'s, however, because our E & G funding is currently in a subsidized formula. Therefore, income will be calculated in terms of tuition.

The intention is to offer the courses via Ecampus registration each term. Discussion has included making provision to accommodate a set number of "seats" for faculty rate and/or regular campus registrations.

The proposal projects an cohort size of 20 students. Let's assume 5 seats per cohort are reserved for regular registration.

Current SOE tuition share from Ecampus is approximately \$200/credit/student.

Potential income: 15students x 24cr x \$200 = \$72,000.

**C/ BOTTOM LINE**

sample budgets (for internal use only)

**Year One** (15 students with 5 on-campus seats)

Income

10 students x 24cr x \$200 = \$48,000.

Expenses

20% "profit" margin to SOE	\$ 9,600	
coordination	inload	
support	\$ 3,500	
supplies/materials	\$ 1,500	
mileage, accom. etc	\$ 2,500	
instruction	\$32,500	
Library	\$ 4,500	\$54,100

**Year Two** (20 students with 5 on-campus seats)

**Income**

15 students x 24cr x \$200 = \$72,000.

**Expenses**

20% "profit" margin to SOE	\$14,400	
coordination	\$15,000	
Support	\$ 3,500	
supplies/materials	\$ 1,500	
mileage, accom. etc	\$ 2,500	
instruction	\$32,500	
Library	\$ 4,500	\$73,900

## **Budgets and Fiscal Planning Committee Review of Category 1 TESOL Proposal**

The Budgets and Fiscal Planning Committee met on 22 January to consider the category 1 proposal for Teaching English to Speakers of Other Languages (TESOL). Bonnie Allen of the Library joined us. Previous conversations with Rich Shintaku (Education) and Richard Brumley (Library) were summarized for the committee.

This proposal appears to address a legitimate need for an appropriate academic program for training teachers of English as a second language. The program is to be self-supporting and as such, should not represent a significant use of OSU resources.

However in our review of the category 1 proposal we felt there are several items in the proposal that need to be clarified/changed prior to its approval. They are:

1. The Library Assessment, prepared by the professional Library staff, should be substituted for the Library budget prepared by Education. This would increase the first year cost from \$4500 to \$10,951 and the costs for years 2,3,4 and 5 to \$8296, \$8354, \$8400, and \$8460 in place of \$4500 for each year.
2. The revenue estimate from student tuition needs further clarification. It is apparently based on revenue of \$200/SCH delivered to Education from Ecampus. The standard Ecampus MOU with OSU colleges is based upon the tuition/SCH charged for a 3-credit course. According to the OSU webpage, the current (Winter term) charge for a part-time Corvallis graduate student is \$301/SCH. Assuming the standard rate of 80% return of this tuition to Education, this should produce revenue of \$241/SCH. If this arithmetic is not correct, one needs to know why. If it is correct, then the anticipated revenue for this program will increase by a factor of  $241/200 = 1.205$ .
3. The draft budget prepared by A. Brazier for this program, which was included in the documents given to us, indicates a "20% 'profit' margin to SOE" of \$9600 in the first year and \$14,400 in succeeding years. We do not understand this "profit margin". As stated, it is an unacceptable budgetary item as we are not in the "ed biz." We note the formal budget page has a similar bottom line as the draft budget with this "profit" being integrated into other categories. Unfortunately the existence of this draft budget, if taken at face value, undermines the formal budget. Some explanation of this matter seems in order.
4. The faculty compensation portion of the budget seems unusually low. A total faculty FTE of 0.7 is paid \$24000. Presumably this 0.7 FTE worth of faculty time is to teach the 24 credits of courses, which are apparently divided among 12 courses. We recognize the School of Education proposes to use part-time and adjunct faculty for the instruction. Nonetheless, this compensation level seems too low for the workload, i.e., for typical 1.0 FTE appointment, one would be paying 34K\$ and getting 17 courses taught.
5. While this is more of a curricular matter than one of fiscal planning (although it has fiscal implications), we are disturbed by the number of credits awarded in this program for various courses. As we understand it, students will have about 10 hours of instruction each month/course or about 25 hours per course. For a typical 3-credit course, according to published policy ([HYPERLINK](#)

"<http://catalog.oregonstate.edu/ChapterDetail.aspx?key=167>" } one credit is generally given for three hours of work per week in and out of class. A three-credit class should require 3 x 10 x 3 or 90 hours of work per term. An in-class time of 25 hours seems to require an unusually large out-of-class time, especially if the students are practicing professionals with other duties.

**Category I Proposal: TESOL Graduate Certificate**

**SUBJECT: BUDGET PROPOSAL SUPPLEMENT**

The following items correspond to the Budgets and Fiscal Planning Committee Review of the Category I TESOL Proposal.

1. The latest and most recent budget proposal includes increases that respond to the concerns as outlined in the Library assessment.
2. Initial revenue estimates were based on the Ecampus tuition split in place until the beginning of fall 2003. The School of Education received \$199.00 per graduate credit hour. Commencing Fall Term 2003, Ecampus splits \$301 tuition @ 80% to SOE= \$241/graduate credit hour.
3. The "profit margin" mentioned in the "for internal use only" memo of May 8, 2003. This refers to the need to provide for departmental overhead costs in offering a new program (such things as marketing, accounting, scheduling of courses, maintaining student files and databases, etc.), as well as a contingency to cover lost revenue due to student attrition ( a cohort of 19 would return 5% less in tuition revenue).
4. The School of Education has established an instructional pay scale for our part-time appointments:

Initial:	<i>masters or doctoral degree new to SOE instruction</i>
	\$30,000 9-month base full load would be 12 credits per term or \$833.33/cr plus OPE 24 credits would be .667 FTE= \$20000
Continuing:	<i>masters or doctoral degree 4 terms of instruction in SOE satisfactory or better evaluations of instruction recommendation of SOE administration</i>
	\$36,000 9-month base full load would be 12 credits per term or \$1000/cr plus OPE 24 credits would be .667 FTE= \$24120

Our budget has assumed the higher of the two levels, and assumes that there will realistically be several individuals totaling the .70 FTE of instruction.

**5. Concern over Hours of Instruction:**

We appreciate the concern for this question and its concern for rigor and compliance with the policy of 3 credit hour classes generating at least 90 hours of work time per term. In actuality, we find our instructors and students contributing far beyond the minimum 90 hours of work time per term, based on the design of our instructional delivery process.

The design of this program consists of content delivered across two integrated formats. First, face-to-face weekend sessions consist of a 10 hour instructional interval (1 session/month X 3

sessions/term = 30 hours of instruction). The second format consists of the learners' applications of content during the interim (approximate) 4 weeks between the face-to-face classes. This interim period requires students to not only learn a base knowledge of the content presented in the face-to-face session, but more importantly to apply the newly learned content to their actual workplace settings in the form of real-life projects and products. A combination of email and Blackboard communications occur throughout this interim period. This system allows both instructors and students to continue a rich dialogue, peer and instructor coaching on projects/products, and feedback and critique of students' applications. Drafts of projects are encouraged, with refinements and suggestions for improvements that lead to higher levels of learner mastery. It is not uncommon for a typical class to receive 300-400+ hits on the Blackboard.

Our students report an average of 10 hours per week applying content, asking and receiving feedback on projects, refining drafts of projects, and peer review via the Blackboard. This calculates to an average of 10 hours of out of class work per week times 4 weeks between face-to-face sessions times 2 interim periods per class, resulting in an estimated 80 hours of study/work time in addition to the 30 hours of face-to-face instruction. This does not even account for an additional 10 hours of pre-class work assignments prior to their attending the first face-to-face class session, nor the hours completing their final products after the last face-to-face session of the term and prior to submission for final evaluation and posting of grade.

This combination format has approximately tripled the amount of preparation and intervention time on the part of instructors, but they also report students being more engaged, committed to learning, and with higher mastery of content.

2.4.04

29-Nov-04

### TESOL Proposed Budget for Implementation Year One

24 credit-hour program  
 projected enrollment: 20 students per cycle (5 regular campus; 15 distance)

#### INCOME

	regular registration		Ecampus Registration		TOTAL
	sch	tuition \$00/cr	sch	Tuition \$241/cr	
Year One	120	\$0	360	\$86,760	\$86,760

#### EXPENSES

Overhead	15% marketing, recruitment, scheduling, hiring, accounting, attrition			\$13,014
<i>Note: attrition of 1 student removes \$5,784 tuition revenue)</i>				
<b>PERSONNEL</b>				
Coordination	.25 FTE Dr. Prickel is now on .1039 apptmt and we will hire him for implementation			\$19,038
Instruction	2 courses (2 x 3cr) taught by tenure-line faculty			\$12,000
	8 courses (3 x 1cr and 5x 3cr) taught by part-time faculty			\$25,000
<b>Other Resources</b>				
Library/Printed				\$5,550
Library/Electronic				\$1,500
Supplies and Services				\$1,500
Equipment				\$1,500
Travel				\$2,500
Other Expenses				\$500
				<b>\$82,102</b>

includes OPE  
 includes OPE

Projected Excess of Income over Expenses (\$4,658) will be returned to the department for planning and development of new courses/programs (just as we "fronted" the costs of planning and developing the TESOL proposal).

Walt and Kate,

The Budgets and Fiscal Planning Committee met on December 1 to discuss the budget proposed for the TESOL Graduate Certificate program. Allan Brazier and Rich Shintaku from the School of Education attended the meeting and answered our questions. They presented us with an updated year 1 budget.

In response to our observation that the amount of money budgeted for faculty salaries seemed low, Allan pointed out that part-time faculty members are compensated at the same rate as new faculty members at OSU, or the equivalent of \$30,000 for a 9-month appointment. They said that with experience, faculty members are paid \$36,000 for a 9-month appointment. Retired faculty members coming back to teach classes are paid at a rate that would correspond with a full-time salary of \$42,000 for 9 months. The budget has been set up to be in line with these compensation rates.

Allan and Rich made it clear that the program must be self-sustaining. In fact, they expect it to generate a modest profit. They are confident that people are waiting to enroll in this certificate program. They do not think there will be any problem enrolling 15 off-campus people in the program. Two factors work to the advantage of the School of Education. First, this is an optional certificate program. Second, they enroll students in cohorts. If they do not get enough students in a cohort, they will not run it. When asked what they would do if they enrolled 15 students the first year, 20 students the second year, 10 students the third year, and 5 students the fourth year, they said that they would simply stop offering the program.

The Budgets and Fiscal Planning Committee asked Allan to prepare a new five-year budget based on the new first year budget. We also said that the new budget should include an inflation factor, though we left it up to their discretion to decide what the inflation factor should be.

The B&FP Committee endorses the proposal on the condition that a satisfactory five-year budget be prepared.

If you have any questions regarding our deliberations, feel free to give me a call.

Thanks,

Mike Quinn, Chair  
Budgets & Fiscal Planning Committee