

# **Bachelor of Arts in Leadership and Social Innovation**

## **Submitted by the Donnelly School of Leadership and Social Innovation**

### *Justification for Program and Prevalence of Program at Other Institutions*

“As the world rapidly changes, we need students who have theoretical training and practical knowledge, who can work in cross-disciplinary teams, and understand how to leverage data to serve communities. These students need to be prepared to address not only today’s problems but also those of tomorrow: issues such as global governance in a digital world and the role of labor in an automated workforce. Institutions of higher education need to develop and support experiential learning opportunities that challenge students to draw on a diversity of experiences, perspectives, and disciplines to adequately bring these resources to bear on some of society’s greatest problems” - AAC&U.

Today’s social problems demand the attention of the world’s brightest minds and entrepreneurs. To prepare future innovators, we must nurture tomorrow’s leaders by equipping students with the skills they need to effect meaningful change. The establishment of the Donnelly School of Leadership and Social Innovation and the Social Innovation Fellows mission-based scholarship program indicates the University’s commitment to exposing students to opportunities to learn about and practice leadership and social innovation. John Carroll faculty and administrators involved in the planning process have included Al Miciak, Kyle O’Dell, Doan Winkel, Jacqueline Schmidt, Sr. Katherine Feely, Andrew Welki, Colin Swearingen, Andrew Welki, Philip Metres, Peggy Finucane, Rick Greci, Mindy Peden, and Rich Clark.

Almost every university across the US offers undergraduate programs in leadership and entrepreneurship. Many universities across the US, including Stanford, University of Pennsylvania, and Boston College, offer Graduate programs in Leadership, Entrepreneurship, and Social Innovation. Very few universities offer an interdisciplinary undergraduate program that combines Leadership and Social Innovation, which needs to be developed upon a foundation of entrepreneurship and leadership courses.

At JCU, the entrepreneurship minor has had continued growth since its inception in 2010. Currently, the undergraduate minor in entrepreneurship has 201 intended or declared minors in entrepreneurship. In the 2016-2017 academic year, 579 students took courses in entrepreneurship. During the 2017-2018 academic year, 625 students took entrepreneurship courses. These students’ majors are 54% Boler College of Business and 46% College of Arts and Sciences.

Established in 2010, the Leadership Development minor at JCU has experienced continual growth, with the noticeable expansion taking place after the curriculum for the minor was re-imagined in 2017. There were three initial program graduates in 2013, while 24 students are currently enrolled in the Leadership Development minor capstone course. Additionally, overall seat counts in Leadership courses have seen a large jump over the past several years. In 2013-14, there were 220 seats taken in Leadership courses, while in 2019-20, there have been 568 seats taken in LP courses. This large jump in overall leadership course completion will inevitably lead to even larger capstone enrollments/program graduates soon and for years to come. Over 100 students are currently declared as Leadership Development minors. Additionally, students who have declared Leadership Development minors come from various majors from both CAS and Boler.

Growth over time in students completing the entrepreneurship and leadership minors:  
ER (Entrepreneurship): 37% increase since 2015-16 to present (from 38 to 52)  
LP (Leadership): 330% increase since 2015-16 to present (from 10 to 33)

Number of current students who have formally declared the minors:  
ER: 121 students    LP: 152 students

Number of unique students who are taking courses that are included in the minors:  
ER: 58% increase from Fall 2015 to Fall 2020 (from 157 to 248)  
LP: 193% increase from Fall 2015 to Fall 2020 (from 81 to 237)

### *Purpose of Program*

This major aims to bring various disciplines across the Boler College of Business and the College of Arts and Sciences together under the umbrella of the core strengths of leadership, entrepreneurship, and social innovation. The secondary purpose of this major is to offer students an opportunity to engage in experiential learning in a local community deeply, so they can apply what they are learning in the classroom to real problems and opportunities, and thus over time, develop a mastery of the competencies necessary to lead an inspired life.

### *Ways Program Strengthens Academic Mission*

This program will address all four John Carroll University Learning Goals. Students will be guided through in-depth study across disciplines and learn to apply their learning to lead others to make (*Leadership*) and to themselves make a sustainable impact (*Intellect*) in their communities and beyond. Students will further their habits of reflection and awareness of self and others as they engage with their ideas, and with potential customers and partners (*Character*), will employ leadership and collaborative skills (*Leadership*), and will actively advocate for inclusion and social justice (*Service*).

Leadership and entrepreneurship are the backbone of any economy, including Northeast Ohio's. This program will provide students with the knowledge and confidence necessary to effectively lead others in entrepreneurial and innovative thinking and action for others' benefit in the business (both for-profit and nonprofit) environment. This will give John Carroll University a recruitment tool in that no university in our recruitment region, and very few nationally, offer an interdisciplinary major that combines leadership, entrepreneurship, and social innovation principles and foundations with areas of concentration across the curriculum. Additionally, this major could expand potential student recruitment nationally because it could eventually be offered entirely online.

#### *Relationship Between Proposed Program and Existing Programs*

The identification of courses for this program began with extensive research of existing leadership and entrepreneurship/social innovation programs, and extensive discussion with faculty across campus, and regional leaders, social innovators, and entrepreneurs.

Students who elect his major can still minor in entrepreneurship or leadership. While entrepreneurship and leadership are the backbone of this major, there are additional requirements for each minor, which students can choose to complete and obtain the respective minor.

This major will attract a new body of students to the University. The goal with this program is not to rearrange existing courses into new bundles, but to create an innovative market-driven program that is attractive to students who may not otherwise choose to attend the University. This major will support many other departments across the Boler College of Business and the College of Arts and Sciences because it incorporates coursework from a variety of those departments. In doing so, this major becomes very attractive to the market trend of students looking for interdisciplinary majors.

### **Program Curriculum**

#### *Rationale and Justification for Courses*

The identification of courses for this program began with extensive research of existing leadership and social innovation programs and extensive discussion with Boler and CAS faculty. With the program's overall learning goal for students to learn how to lead meaningful societal change, the following topics emerged as critical for the program:

- **Creative Problem Solving:** Identify problems, redefine problems, develop new responses and solutions to problems, take action to implement solutions
- **Leadership:** building culture, diversity, conflict management, inspiring team internal and external stakeholders

- **Decision-making:** looking at problems from different perspectives, observation of processes, listening to needs and expectations, analytical approach to understanding needs, processes, and challenges
- **Communications:** pitching ideas and storytelling, persuasive writing, and verbal skills interviewing customers
- **Ethics:** conflicts of interest, ethical experimentation

### *Program Requirements*

This program consists of 45 total credits

- 15 “core” credits
- 3 “capstone” credits
- 15 “skills” credits
- 12 credits in an area of concentration, including a three-credit co-op
- Courses in a minimum of seven disciplines

The program also includes a requirement of community-based research across multiple courses and required experiential learning opportunities in the capstone courses.

The following four (4) courses need to be added to the curriculum:

**LSI 101. SELF-AWARENESS 1 cr.** Self-awareness of limitations / weak points (truly self-reflective / self-improvement / self growth); recognize capacity. Can work on a team, draw on the strengths of others. Collaborative team engagement. Communication (Inspire others to act (storytelling), Influencing others)

**LSI 401 JUNIOR YEAR “PRE-CAPSTONE” 1 cr.** - Develop and present a proposal for creating sustainable economic or social value in & with the Buckeye-Larchmere-Shaker communities. Students will be partnered with a mentor/subject-matter expert to assist in developing the proposal. *Approval of a proposal results in a micro-loan that will be repaid at the end of the senior capstone experience.*

**LSI 402 SENIOR YEAR CAPSTONE 2 cr. (1 credit per semester)** - Implement the Pre-Capstone proposal for creating sustainable economic or social value in & with the Buckeye-Larchmere-Shaker communities. Students will be partnered with a mentor/subject-matter expert to assist in implementing the proposal.

**LSI 450 LEADERSHIP & SOCIAL INNOVATION CO-OP 3 cr.** Provides students an opportunity for work experience in their area of concentration. Requires sophomore standing or above and approval of LSI Program Coordinator. May be repeated up to two times.

## OVERVIEW

- 1) 45 total credits
  - 15 “core” credits
  - 3 “capstone” credits
  - 15 “skills” credits
  - 12 credits in an area of concentration, including a three-credit co-op
  - Courses in a minimum of seven disciplines
- 2) Service Learning requirements
- 3) Community-Based Research
- 4) Required additional experiential learning opportunities in Capstone and through a co-op experience that must be approved by the LSI chairs

## LEARNING OUTCOMES

1. Self-knowledge/self-awareness
2. Creativity
3. Decision-making
4. Contact (Exposure)
5. Adaptability / Resiliency
6. Curiosity (self-directed learning)

## Major in Leadership & Social Innovation

CORE – 15 credits

### ***LEARNING OUTCOMES BUNDLE***

**SELF-AWARENESS 1 cr.** Self-awareness of limitations / weak points (truly self-reflective / self-improvement / self growth); recognize capacity. Can work on a team, draw on the strengths of others. Collaborative team engagement. Communication (Inspire others to act (storytelling), Influencing others)

**ER 110. CREATIVE PROBLEM SOLVING 1 cr. (CAPA)** Having the capacity to design something of impact. Designing sustainable solutions (building something that can be passed along to others to carry the torch effectively). Feasibility. Take calculated risks. Growth mindset

**LP 304. STRATEGIC DECISIONS 1 cr.** – Breaking down the decision process, common errors, or barriers to making good decisions.

**LP 135. LEADERSHIP AND SOCIAL JUSTICE (ISJ) 3 cr.** – Justice issues vital to Cleveland, how business and government leaders have impacted these

**LP 250. GLOBAL LEADERSHIP (EGC) 3 cr.** – Globalization, leadership perspectives in a variety of countries, business and government leaders' impact on UN sustainable development goals

**ER 201. CREATIVITY, INNOVATION & IDEA DEVELOPMENT 3 cr.** The creative process: What it is, how to improve it, how to work with it. Uses a project-focused approach to show how creative thinking applies to the development of innovations and inventions in the arts, sciences and business. Discussion of alternative representations of the opportunity recognition process. Students learn how to move from an idea as a vague concept to an innovation as a well-designed idea. Ethical issues will be discussed.

**ER 301. INTRODUCTION TO ENTREPRENEURSHIP 3 cr.** This experiential course continues the process critical to the entrepreneurial mindset. Students will practice human-centered design processes, idea generation and validation, product prototyping, business design and modeling, customer development, and persuasive pitching. This course requires individual and team presentations.

**CAPSTONE – 3 credits (each includes a service-learning component in the Buckeye-Larchmere-Shaker)**

**LSI 401 JUNIOR YEAR “PRE-CAPSTONE” 1 cr.** - Develop and present a proposal for creating sustainable economic or social value in & with the Buckeye-Larchmere-Shaker communities. Students will be partnered with a mentor/subject-matter expert to assist in developing the proposal. *Approval of a proposal results in a micro-loan that will be repaid at the end of the senior capstone experience.*

**LSI 402 SENIOR YEAR CAPSTONE 2 cr. (1 credit per semester)** - Implement the Pre-Capstone proposal for creating sustainable economic or social value in & with the Buckeye-Larchmere-Shaker communities. Students will be partnered with a mentor/subject-matter expert to assist in implementing the proposal.

**SKILLS – 15 credits**

**Statistics – (Any QA course except for PO 203 or DATA 100)**

**COMM 210. INTRODUCTION TO ADVOCACY 3 cr. (HUM)** Advocacy for ideas, causes, and policies in the face of opposing voices.

**COMM 303. CRAFTING THE MESSAGE 3 cr.** How to create effective advocacy for a cause; how to draft effective policy briefs, social media messages, and the art of speech writing.

**PO 304. INTRODUCTION TO POLICY ANALYSIS 3 cr.** Public policy process, models of decision-making, analytical and evaluative methodologies **(includes a service-learning component in the Buckeye-Larchmere-Shaker community)**

**SC 385. POVERTY, WELFARE AND SOCIAL JUSTICE IN THE U.S. 3 cr. (ISJ)** Critical examination of poverty and welfare reform: underlying causes, inequalities, consequences, and victims. **(includes a service-learning component in the Buckeye-Larchmere-Shaker community).**

**\*\*\*16 CREDITS IN THE CORE/SKILLS SECTIONS OF THE LSI MAJOR ALSO FULFILL INTEGRATIVE CORE REQUIREMENTS**

CHOOSE ONE AREA OF CONCENTRATION – 12 credits

Three credits must be a co-op experience (LSI 450):

### **BUSINESS INTELLIGENCE**

**BI 200. DATA-DRIVEN DECISION-MAKING 3 cr.** Introduction to management information systems, decision support systems, and the data-driven decision process.

**BI 341. ADVANCED DATA-DRIVEN DECISION-MAKING 3 cr.** Develops skills to translate a variety of data types into conceptual insights, and exposes students to “big data” and the analytical process and tools to manage and exploit the data.

**BI 371. BUSINESS DECISION OPTIMIZATION 3 cr.** Application of mathematical optimization to decision-making. Uses MS-Excel and several add-ins as tools to find optimal solutions to a wide variety of business problems. Topics include linear programming, network models, nonlinear programming, goal programming, decision trees, and simulation.

### **ECONOMICS**

**EC 201. PRINCIPLES OF ECONOMICS I 3 cr.** The nature of economics and its method, the economic problem, demand and supply analysis, production costs, market structures, product, and resource pricing, and international trade.

**EC 301 PRINCIPLES OF ECONOMICS II 3 cr.** Economic goals, basic information about the American economy, national income accounting,

**CHOOSE ONE:**

- EC 312. ECONOMICS OF THE PUBLIC SECTOR
- EC 315. ENVIRONMENTAL ECONOMICS
- EC 343. ECONOMIC DEVELOPMENT
- EC 361. URBAN AND REGIONAL ECONOMICS

**ENVIRONMENT**

**SC 380. ENVIRONMENTAL JUSTICE AND HUMAN RIGHTS 3 cr.** Examines the objects, subjects, and places of consumption, exploring a variety of topics such as food, tourism, and education.

**SP 290. ENVIRONMENTAL SOCIOLOGY 3 cr. (LINK)** A critical examination of the relationship between society and nature, particularly how humans have attempted to dominate nature throughout history.

**TRS 263. ECOLOGY, RELIGION, & JUSTICE 3 cr. (LINK)** Explores how the Abrahamic religions—Judaism, Christianity, and Islam—are addressing the contemporary ecological crisis. Issues of eco-justice are approached through the interplay between faith, scholarship, and activism. Responses are evaluated using the principle of the common good, assessing the potential impact on the most vulnerable members of the global community. Topics include eco-theology, eco-feminism, globalization, migration, violence against women and children, food security, water scarcity, loss of biodiversity, and climate change.

**HEALTH**

**SC101. FOUNDATIONS IN SOCIOLOGY 3 cr.** Survey of human social relations, diversity, and societal social structure; introduction to the major divisions of the field of sociology.

**SC 273. PUBLIC HEALTH IN U.S. SOCIETY 3 cr. (ISJ)** Introduces basic concepts of public health and explores major public health issues in the United States. The central focus on health disparities regarding who becomes ill and inequalities of access to treatment due to stereotypes, racism, and social class.

**SC 370. CULTURE, ENVIRONMENT, AND GLOBAL HEALTH 3 cr.** Patterns of disease and illness in relation to subsistence patterns and the natural environment; nutrition and life cycle effects of disease distribution; disease, economic development, and the epidemiological transition; cross-cultural and international medicine in a global context; current major global health problems.



## *HUMAN RIGHTS*

**PJHR 101. INTRO TO HUMAN RIGHTS 3 cr.** Survey of thinking on human rights from antiquity to the present, with special attention to the Universal Declaration of Human Rights and other post-1945 developments.

**PJHR 250. CONFLICT RESOLUTION 3 cr.** Introduction to positive conflict transformation tools like empathetic and active listening, non-violent communication, assertion, facilitation, negotiation, mediation, interactive conflict resolution, circle processes, and more.

**PJHR 300. TRANSITIONAL JUSTICE 3 cr.** Covers the ways in which societies emerging from authoritarianism and intractable civil wars and transitioning to a peaceful post-conflict existence, address legacies of past crimes, injustices, and human rights violations.

## *POLITICS*

**PO 201. U.S. POLITICAL INSTITUTIONS 3 cr.** Focuses on how American government works, with an emphasis on how our political institutions are intertwined. Specific topics include Congress, the presidency, media, interest groups, bureaucracy, and voting.

**PO 303. APPLIED POLITICS 3 cr.** Topics such as political campaign budgeting and strategy, predictive modeling, lobbying, legislative politics, fundraising, communications, and more.

**PO 318. INTEREST GROUPS AND POLITICAL PARTIES 3 cr.** Interest-group behavior in electoral politics and in the policy process; the rise of political action committees (PACs) and single-issue voters; the functions and activities of the political parties.

## *SYSTEMS OF JUSTICE*

**PO 213. WRONGFUL CONVICTIONS 3 cr. (LINK)** Examines theories explaining why wrongful convictions occur, including discussion of witness identification, false confessions, perjured testimony from informants, ineffective counsel, and police and prosecutorial misconduct.

**SC 220. CRIMINAL JUSTICE SYSTEMS 3 cr.** Overview of the American system of criminal justice as an integrated process including law, police, prosecution, court, and corrections.

**SC 335. PRISONS AND HUMAN RIGHTS 3 cr.** Study of U.S. prisons from a human rights perspective. Covers the history, function, and impact of prisons in the U.S.,

including the rise of mass incarceration and the relevance of prisons to inmate rehabilitation; also, alternatives to incarceration.

### **\*\*DESIGN YOUR OWN CONCENTRATION OPTION\*\***

With the guidance and approval of an LSI chair, a student can identify three elective courses to create their own area of concentration in the Leadership and Social Innovation major.

#### *List of Courses to be Developed Including Timetable for Development*

The four (4) courses that need to be developed will be developed during Summer 2021.

#### *The Mechanism for Developing New Courses*

The course syllabi that need to be created will be created by Drs. Winkel and O'Dell. All syllabi will then be presented to the Leadership & Social Innovation Faculty Committee (see below) for review, possible revision, and final approval.

#### *Evidence of Sufficient Faculty*

All respective Department Chairs with courses listed have been consulted about the availability of sufficient faculty to offer their courses in this major. All have indicated their approval of their respective courses' inclusion in this proposal and indicated there would be no need to hire additional faculty for this program.

Because only four (4) courses need to be developed (a total of 7 credits, 3 of which are for a co-op experience), no new full-time faculty will need to be hired to cover these or other courses, but will be covered by existing faculty or an additional adjunct position.

## **Program Organization and Administration of Faculty and Staff**

### *Organizational Structure*

Most courses in this program are existing courses and will be managed through their respective departments. The development and administration of new courses and all administrative responsibilities will be handled by the Director of the Muldoon Center and the Director of Undergraduate Leadership Education.

### *Faculty Committee*

A Leadership & Social Innovation Faculty Committee will be established, to be co-chaired by the Academic Director of the Entrepreneurship Minor, the Director of Undergraduate Leadership Education, and the Kahl Chair in Entrepreneurship. The committee will consist of select faculty teaching in the program on a rotating basis. The initial committee will be selected through an application process, through which any faculty teaching in the major may apply. The Academic

Director of the Entrepreneurship Minor, the Director of Undergraduate Leadership Education, and the Kahl Chair in Entrepreneurship will select the initial committee, with half of the members serving one-year terms and the other half serving two-year terms. As positions on the faculty committee become available, an invitation to apply will go out to all faculty teaching in the major, and the current faculty committee will select the candidate to fill each open position.

This committee will approve and assess all curriculum for this program. Leadership from the Boler College of Business and the College of Arts & Sciences will also sit on this Faculty Committee. The Faculty Committee will report to the Dean of the Boler College of Business.

In addition to the Innovation & Entrepreneurship Faculty Committee, there will be an Advisory Board composed of business and civic leaders, entrepreneurs, and innovators. The initial Board will be selected through an invitation process. The Boler College of Business Dean, the Academic Director of the Entrepreneurship Minor, the Director of Undergraduate Leadership Education, and the Kahl Chair in Entrepreneurship will develop a list of potential Board members, and the Kahl Chair in Entrepreneurship will make the invitations. Half of the members of the Board will serve one-year terms and the other half will serve two-year terms. As positions on the Board become available, the Boler College of Business Dean, the Academic Director of the Entrepreneurship Minor, the Director of Undergraduate Leadership Education, and the Kahl Chair in Entrepreneurship will agree upon individual(s) to invite to fill the position(s) and the Kahl Chair in Entrepreneurship will make the invitation(s). This Advisory Board will advise the Faculty Committee on issues of strategy, planning, and implementation.

## **Implementation Timetable**

### *Student Recruitment*

We will concentrate our marketing efforts to two audiences:

- Current John Carroll University freshman, whom we will reach through the Entrepreneurship and Leadership minors, the Center for Service and Social Action, and the Departments represented in this program.
- Incoming and prospective freshman, whom we will reach through the Freshman orientation platform, and through strategic collaboration with JCU Admissions and Integrated Marketing & Communications offices

### *Marketing and Communication Plan*

The leadership of the Entrepreneurship and Leadership minors, in conjunction with JCU Admissions and Integrated Marketing & Communications teams, will develop print materials and a communication plan for program rollout and ongoing

future student recruitment.

## **Learning Outcomes and Assessment**

### *Program Learning Outcomes*

A graduate can expect to achieve the following learning outcomes:

- Solve complex problems, make data-driven decisions using creative and critical thinking, and identify and develop new social innovation opportunities.
- Make holistic judgments when analyzing business situations and social problems; use a strategic understanding of leadership and innovation and consider the relationships between various disciplines.
- Make business decisions that make a difference in the world.
- Utilize empathy and interpersonal skills to be highly effective leaders.
- Demonstrate ethical reasoning skills; understand social, civic, and professional responsibilities; aspire to add value to society.
- Communicate to inspire others in written and verbal form and facilitate information flow in a variety of organizational, social, and intercultural contexts.

### *Program Learning Goals*

Students will exhibit the development of leadership capabilities through

- Written and oral communication techniques inspiring others.
- Creative problem solving for business and social innovation settings
- Critical thinking and analysis for business and social innovation settings
- Ethical awareness and reasoning with respect to leadership and social innovation

### *Anticipated Methods of Assessment*

Students will be assessed in a number of different ways. Assessment will include tests, written assignments; a variety of oral presentations; role-plays; simulations; and case analysis.

Courses in each concentration will be assessed regularly to ensure consistency with the program learning goals and objectives.

The program will be evaluated based on student enrollment, course evaluations, reasons for student attrition, exit satisfaction surveys at graduation, and tracking of graduates over time to assess the progression of their careers.

## **Anticipated Budget**

The budget is developed with a very conservative assumption that we will have 5 students in each of the first and second years and 10 in each of the third and fourth years, and so forth. See Appendix A for a breakdown of estimated program revenue and expenses for the first four years of the program.

We assume an undergraduate tuition rate equal to the current tuition rate for undergraduate business programs (\$1,415 per credit hour), and assume a 30% tuition realization. We include possible compensation for adjunct faculty if necessary to cover the core and capstone courses at the rate of \$835 per credit hour, which corresponds to an adjunct with a Master's degree and 4-6 years experience.

## Appendix A: Budget

	Year 1	Year 2	Year 3	Year 4
<b>REVENUE</b>				
# Credit Hours	12	12	12	12
Tuition Per Credit Hour	\$1,415.00	\$1,415.00	\$1,415.00	\$1,415.00
Revenue Per Student (30% realization)	\$5,094.00	\$5,094.00	\$5,094.00	\$5,094.00
# students in cohort 1	5	5	5	5
<b>Tuition Revenue Cohort 1</b>	<b>\$25,470.00</b>	<b>\$25,470.00</b>	<b>\$25,470.00</b>	<b>\$25,470.00</b>
# Credit Hours		12	12	12
Tuition Per Credit Hour		\$1,415.00	\$1,415.00	\$1,415.00
Revenue Per Student (30% realization)		\$5,094.00	\$5,094.00	\$5,094.00
# students in cohort 2		5	5	5
<b>Tuition Revenue Cohort 2</b>		<b>\$25,470.00</b>	<b>\$25,470.00</b>	<b>\$25,470.00</b>
# Credit Hours			12	12
Tuition Per Credit Hour			\$1,415.00	\$1,415.00
Revenue Per Student (30% realization)			\$5,094.00	\$5,094.00
# students in cohort 3			10	10
<b>Tuition Revenue Cohort 3</b>			<b>\$50,940.00</b>	<b>\$50,940.00</b>
# Credit Hours				12
Tuition Per Credit Hour				\$1,415.00

Revenue Per Student (30% realization)				\$5,094.00
# students in cohort 4				10
<b>Tuition Revenue Cohort 4</b>				<b>\$50,940.00</b>
<b>Total Tuition Revenue</b>	<b>\$25,470.00</b>	<b>\$50,940.00</b>	<b>\$101,880.00</b>	<b>\$152,820.00</b>
<b>EXPENSES</b>				
Possible Adjunct Faculty Compensation	\$18,270.00	\$18,270.00	\$18,270.00	\$18,270.00
<b>Total Expenses</b>	<b>\$18,270.00</b>	<b>\$18,270.00</b>	<b>\$18,270.00</b>	<b>\$18,270.00</b>
<b>Net Income from Program</b>	<b>\$7,200.00</b>	<b>\$32,670.00</b>	<b>\$83,610.00</b>	<b>\$134,550.00</b>

## Appendix B: Letters of Support

Letter from University Committee on Resource Allocation

Letter from Executive Director for Academic Finance

Letter from the Enrollment Division

Letters from Boler College of Business and College of Arts and Sciences

Deans

Letters from Department Chairs

Letter from Assistant Provost for Institutional Effectiveness and Assessment