

ILLINOIS STATE UNIVERSITY

UNDERGRADUATE PROGRAMS

Program Proposal Financial Implications Form

For Request for New Program Approval

Purpose: Proposed new undergraduate programs (degrees, sequences, certificates) must include information concerning how the program will be financially supported to proceed through the curriculum proposal process. Signatures of the College Dean and Provost/Provost Representative are required prior to submission of the new program to the College Curriculum Committee.

Procedure: This completed form, with all necessary signatures, is to be attached to new program curricular proposals.

Definition: A “program” can be either a degree, a sequence as part of a degree or a certificate.

Complete the following information:

Department: Interdisciplinary Studies Date: Oct. 29, 2010

Proposed New Program: Urban Education Sequence, Urban Studies Minor

Persons Completing Form: Alan Lessoff/Gary Weilbacher Contact
#: ahlesso@ilstu.edu/gaweilb@ilstu.edu (OR YOUR NUMBER)

Complete Table I to show student enrollment projections for the program.

Table I

STUDENT ENROLLMENT PROJECTIONS FOR THE NEW PROGRAM

	1 st Year (July - June)	2 nd Year	3 rd Year	4 th Year	5 th Year
Number of Program Majors (Fall headcount)	5	5	7	7	7
Annual Full-Time-Equivalent Majors	0.75	0.75	1.05	1.05	1.05
Annual Credit Hours in EXISTING Courses ¹	22.5	22.5	31.5	31.5	31.5
Annual Credit Hours in NEW Courses ¹	0	0	0	0	0
Annual Number of degrees Awarded	0	5	5	7	7

¹Include credit hours generated by both majors and non-majors in courses offered by the academic unit directly responsible for the proposed program.

Complete Table II (even if no new funding is requested). Show all required resources including amounts and sources of funds reallocated from other programs or units.

Table II

PROJECTED RESOURCE REQUIREMENTS FOR THE NEW PROGRAM

	1 st Year (July - June)	2 nd Year	3 rd Year	4 th Year	5 th Year
FTE Staff ¹ (FTE)	1.75	1.75	1.75	1.75	1.75
Personnel Services (\$)	123,196.75	125,660.68	128,173.89	130,737.36	133,352.10
Equipment and Instructional Needs (\$)	0	0	0	0	0
Library (\$)	0	0	0	0	0
* Other Support Services ² (\$)	500 (flyers & website)	500	500	500	500

¹Reflects the number of FTE staff to be supported with requested funds. Not a dollar entry.

* typically paid by Dept of History

Existing courses -
Existing resources -
No new courses or faculty

²Other dollars directly assigned to the program. Do not include allocated support services.

Budget narrative listing projected sources of program funding (including sources of reallocated funds).

As explained in the program proposal, this is intended as a small sequence within the existing urban studies minor. Its purpose is to make a minor in urban studies accessible to education majors with that specific interest and professional goal. It has been designed with the practical realities faced by education majors in mind and thus allows the maximum double counting with the student's major or general education requirements. By agreement with the relevant College of Education departments, the program will rely on available seats in existing sections for the time being, with possible need for new sections, particularly of C&I 312, put off into the future.

These projections are based on the assumptions above. It would be possible for a student to complete this program by taking only 6 hours that she or he would not have taken otherwise. But if one assumes that every student in the sequence takes 9 hours that would not have been taken otherwise and spreads those 9 hours over spread over two years, that yields the results in the table above. We have defined a student FTE conservatively as 30 hours/year. [Gary: would you ask Jeri what a *student* FTE is? For a faculty member, it is 12 hours/semester, of which most people receive 3 for research or other activities. If a student FTE is, for example, 16 hours/semester or 32 hours/year, we would need to recalculate by dividing the total credit hours each year by that figure.]

Advisor - Alan Lessoff - as part of regular load in Dept of History.

Routing and action summary:

1. Alycia M. Hund 11/8/10
Department/School Curriculum Committee Chair Date Approved
2. Sally Parry 11/8/10
Department Chairperson/School Director Date Approved
3. Sally Parry 11/8/10
College Dean Date Approved
4. W. H. McC... .. 2-4-11
Provost/Provost Representative Date Approved

5. Sally Parry 2/17/11
College Curriculum Committee Chairperson Date Approved

6. _____
Teacher Education Council Chair Date Approved

7. [Signature] 4/1/11
University Curriculum Committee Chairperson Date Approved

***Once approved, please include this form with the curricular proposal for the new program.
Please also submit an electronic copy of this form.***

**Revise Undergraduate Program (Majors, Minors, Sequences) Proposal
Illinois State University - University Curriculum Committee**

Program Department Interdisciplinary Studies

Submission Date Friday, May 14, 2010

Initiator Alan Lessoff

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Phone 438-8083

Campus Address 4420 History

Initiator Department Interdisciplinary Studies

Coauthor(s) Lucille Eckrich, Gary Weilbacher

Version 1

Title of Program Minor in Urban Studies

Proposed Starting Catalog Year 2012-2014

1.

Proposed Action

Change in Requirements for Major

✓

Change in Requirements for Minor

Change in Requirements for Sequence

Other Program Changes

More than 50% of courses in this program are Distance Education

Minor in Urban Studies 09/14/2010

2.

Undergraduate Catalog Copy

Current Undergraduate Catalog copy for program.

MINOR IN URBAN STUDIES

Advisor: Jill Freund Thomas

Department of Geography-Geology

Campus Box 4400; 206 Felmley Hall, (309) 438-7649

The Minor in Urban Studies is an interdisciplinary minor sponsored by the Departments of Economics, Geography-Geology, History, Politics and Government, and Sociology-Anthropology. The program is designed to help students focus on the study of urban places from a social science perspective, and should be of interest to those who want to pursue careers in urban related areas such as politics, planning or community development, or to those who wish to pursue graduate study in these areas. The program's features include required course work in urban geography, history, political science and sociology, and in applied research or analytical techniques. Students may choose from a range of elective courses, independent study with urban studies faculty, and an optional internship.

— 21 hours required.

— Required core (12 hours): GEO 336, HIS 322, POL 221 or 222; SOC 240 or 361.

— Required Methods (3 hours): ECO 238 or GEO 204 or HIS 200 or POL 209 or SOC 271.

— Choose 6 elective hours from the following: GEO 303, GEO 370, HIS 256, POL 335, SOC 362, or any core course not taken to fulfill the core requirement. Independent Study courses for

up to three hours and approved in advance by the Urban Studies advisor also may be used for elective credit.

— Optional Internship (in addition to the 21 required hours) must be coordinated with the Urban Studies advisor.— Up to 6 hours taken in the minor may also be applied toward the student's major.

NOTE: This program must be planned in consultation with the Urban Studies advisor. Some courses carry prerequisites that require planning on the part of the student. In addition, the Advisor can assist students in tailoring the program to meet their individual interests.

Proposed revised *Undergraduate Catalog* copy for program.

PLEASE NOTE: The program has been thoroughly revised and so all of it will need review. This is why I have not highlighted changes in yellow.

MINOR IN URBAN STUDIES

Advisor: Alan Lessoff, Department of History
327 Schroeder Hall, Campus Box 4420;
(309) 438-8083, ahlesso@ilstu.edu

The Minor in Urban Studies is an interdisciplinary minor sponsored by the Departments of Geography-Geology, History, Politics and Government, and Sociology-Anthropology in the College of Arts and Sciences and by the College of Education.

The program has two sequences. The General Sequence is designed for students who wish to learn about urban places primarily from a social science perspective, although the sequence will also benefit those with majors in the arts and humanities, business, social services, and other fields. This sequence will provide a foundation especially to those who wish to pursue careers in urban-related areas such as public administration, planning, preservation, public history, community development, and social services or to those who wish to pursue graduate study in these areas. The program's features include required course work in urban geography, history, political science, and sociology or anthropology. Students may choose from a range of elective courses, independent study with urban studies faculty, and an optional internship.

The Urban Education sequence will be valuable to students whose aim is to teach in an urban setting. This sequence's core provides background in urban education issues as well as urban social science. Students in this sequence will devise a program of electives adapted to their particular fields of teacher preparation. Education majors or certification candidates at all levels—elementary, middle school, and secondary—and in all teaching fields, not just social science, should consider this program. Students interested in this sequence should consult the program advisor as early as possible during their time at Illinois State, in order to coordinate the needed coursework with their certification requirements.

- (New) **General sequence**
— 21 hours required.
— Required core (12 hours): GEO 336; HIS 322; POL 221 or 222; SOC 240 or 361 or ANT 388.
— Choose 9 elective hours from the following: Any core course not used to fulfill requirements or

ANT 374; ANT 375; ANT 392; C&I 232; C&I 312; ECO 329; ECO 350; GEO 204; GEO 303; GEO 304; GEO 370; HIS 242; HIS 258; POL 231; POL 232; POL 334; SOC 109; SOC 333; SOC 362; or up to 3 hours of internship, professional practice, or independent study contributing to the minor and approved in advance by the urban studies advisor.

—Students may use up to 6 hours of courses from their major program to fulfill minor requirements.

—Students in majors outside of College of Arts and Sciences and College of Education may, with approval from the urban studies adviser, apply up to 6 hours of courses from their college—including from their major program—in lieu of courses in the above list of electives.

(New) **Urban Education sequence**

— 21 hours required.

—Urban education core (9 hours): C&I 232, plus 6 hours from the following: C&I 110; C&I 312; C&I 319; C&I 320; EAF 228

—Urban social science requirement (3 hours). Choose one of the following: GEO 336; HIS 322; POS 222; POL 334; SOC 240; or SOC 361

—Electives (9 hours): In consultation with the Urban Education adviser, students will devise a program of urban-oriented elective courses relevant to their interests and areas of teacher preparation. Student programs must be approved by the faculty Urban Education committee.

—Students may apply up to 9 hours of courses from their major program toward any part of the 21 hours to fulfill minor requirements. Students may likewise apply up to 6 hours of general education credit, consisting of Urban Teacher Preparation-tagged courses or other general education courses with substantial urban content, provided that the use of these courses is approved by the Urban Education advisor and Urban Education committee.

3.

Provide a description and list of proposed program revisions.

1. The program overview has been revised in line with current program goals and content.

2. An Urban Education sequence has been created to reflect the growing amount of interest among faculty and students in that particular orientation.

3. The existing minor has been renamed the “General Sequence.” This sequence has been revised in four ways:

a. ANT 388: Historical Archaeology has been added to the SOC segment of the program core for the sake of students with interests in public history or urban archaeology.

b. The required methods course has been deleted, on the grounds that this requirement limited the program’s flexibility for non-social science students and was redundant for social science majors.

c. The list of electives has been revised and expanded to reflect current faculty strengths and interests and to increase the program’s flexibility.

d. A provision has been added that will allow students from colleges other than Arts and Sciences or Education to apply, in consultation with the program advisor, up to 6 hours of courses from their own college. This should enable the program to be more accessible and relevant to a wider range of students.

4.

Provide a rationale for proposed program revisions.

The Urban Studies program self-study filed with the University Curriculum Committee (UCC) in November 2009 explains the rationale for these revisions and the procedure used to develop them. The UCC responded to this self-study in February 2010. At that time, the UCC offered suggestions and made requests for clarification that have been included in this revision proposal. The UCC also made suggestions regarding advising and program assessment that the Urban Studies faculty will endeavor to fulfill, although these do not belong in this proposal itself.

To summarize, this program had not been reviewed at all since its implementation in 2000-01. In the meantime, faculty interests and teaching specializations had changed. The original program reflected the orientation of the people who devised it toward urban planning, public administration, and geography. While worthwhile, this emphasis left the program too narrow and inflexible for most students. The revisions to the renamed General Sequence are meant to reflect current faculty strengths and interests and to strike a practical balance between focus and flexibility.

The original rationale for the social-science aspect of the program remains strong. Numerous faculty across different departments have interests related to cities and the urban environment. The vast majority of our students will live and work in metropolitan areas, and a large number will make careers dealing with urban issues. Worldwide, urbanization is one of the overriding transformations that will confront our students in their lifetimes. The current generation is the first ever in which a majority of humanity will live in urban settings.

The most important development relevant to Urban Studies over the last decade has been the emergence of several programs coordinated by the College of Education, such as the urban teacher preparation initiative and the Chicago Teacher Education Pipeline™. The Urban Teacher Preparation Steering Committee has been the driving force behind numerous activities, including creation of UTP-tagged courses, informative websites, field and clinical experiences, and the impressive student organization, Urban Needs in Teacher Education or UNITE. From the U.S. Department of Education, the College of Education's Chicago Teacher Education Pipeline™ has received a Teacher Quality Partnership grant for the TEACHER+PLUS and STEP-UP programs. These programs will support the urban teacher preparation initiative's first goal of channeling ISU students into teaching in the Chicago Public Schools. They will also enhance the university's ability to train and mentor prospective teachers for urban schools. These urban education efforts form a central component of the overall effort to prepare ISU education majors for teaching in diverse and often hard-to-staff settings. These settings are mainly urban, but they can be in inner suburbs, small towns, and rural areas as well.

5.

Describe the expected effect of the proposed program changes on existing campus programs (if applicable).

The effect on Arts and Sciences departments contributing to the program should be minimal, mainly a reshuffling of students already taking classes regularly offered in those departments. The General Sequence within this minor should remain small, perhaps 10-15 students at any time. The most important curricular issue facing this sequence, as explained in the program self-study, is the annual availability of GEO 336: Urban Geography, a core course which currently

does not have a tenure-line faculty member assigned to it. For the next few years, the Urban Studies program will need to coordinate with the Geography-Geology Department concerning this course.

Over time, the effects of the Urban Education sequence on College of Education courses could be larger, but the program is committed to keeping enrollments within limits that COE can support. At present, the Department of Curriculum and Instruction does not have a faculty member directly assigned to teach C&I 312, the 6-hour Urban Field Experience. If offered regularly, this would be the preferred course to fulfill the Urban Education sequence core requirement, along with C&I 232, which is regularly offered and generally has sufficient available seats to accommodate this minor's students for the time being. The proposal therefore creates alternate routes for fulfilling the Urban Education core, none of which should burden the designated courses, since they overlap with other electives or requirements that many interested students already take. Two of the courses, C&I 319 and C&I 320, are bilingual education courses limited to those majors, so other students will either take C&I 312 when offered or C&I 110 and EAF 228.

6.

Yes

Does this program revision proposal include new or revised course proposals that have also been submitted for approval?

Outline them below. *Include departments, course numbers, and course titles.*

None.

7.

Anticipated funding needs and source of funds.

Funding effects in the College of Arts and Sciences will be minimal.

After discussion with the Department of Curriculum and Instruction, the Urban Studies program has promised as part of the implementation of this program revision to seek outside funding to support more regular offerings of C&I 312, coordinated as much as feasible with the urban teacher preparation initiative and the TEACHER+PLUS and STEP-UP programs. Budgetary concerns will limit the ability of the C&I department to offer this course regularly for the next few years, which is to say until the program has been in operation for a year or so. Outside funding would help alleviate this as well as enhance the visibility and reach of this initiative.

8.

No

Does this program lead to teacher certification?

9.

Yes

Is this an Interdisciplinary Studies program?

List all departments who share in the administration of this program.

Interdisciplinary Studies

History

Politics and Government
Sociology
Geography - Geology
Economics
Curriculum and Instruction

10.

The following questions must be answered.

No

Have letter(s) of concurrence from affected departments/schools been obtained?

A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.

Explain why letters have not be obtained.

We will obtain the necessary letters during summer 2010.

Yes

Does this minor, including all required prerequisite hours, include 18-36 hours?

No

Does this minor include more than 25 hours from any major department/school?

No

Does this minor require more than 9 hours from major program of study?