ILLINOIS STATE UNIVERSITY REQUEST
FOR NEW PROGRAM APPROVAL
Financial Implication Form

Purpose: Proposed new undergraduate and graduate programs (degrees, sequences, minors, and certificates) must include information concerning how the program will be financially supported to proceed through the curricular process.

Procedure: This completed form is to be approved by the Department/School Curriculum Committee chair, department chair/school director, college dean, and Provost prior to submission of the proposal to the College Curriculum Committee.

Definition: A "program" can be a degree, a sequence within a degree, a minor, or a certificate. This form is to be used for both undergraduate and graduate programs.

Complete the following information:

Department/School: School of Teaching & Learning

Contact person: Alan Bates

Date: June 13, 2019

Proposed new program: Bilingual/ESL Master's Sequence   *Bilingual/ESL Sequence*
M.S. in Teaching and Learning

(Note: if the proposed program is a sequence, please indicate the full degree it is housed within)   *7-30-19*

BRIEF DESCRIPTION OF THE PROPOSED PROGRAM

Master's in Teaching and Learning: Bilingual or ESL Sequence Requirements

This 30-hour degree sequence is designed for students to earn the M.S. in Teaching and Learning with a focus in Bilingual or ESL. In addition, depending on coursework completed at the undergraduate or master's level, the student may meet the Illinois State Board of Education professional license requirements for the Bilingual and/or ESL endorsement. This 30-hour degree program requires the following courses:

- TCH 407, 409, 419, 420, 424, 427 (Bil) or Eng 341 (ESL), 443, 481, 482, and 498.

Upon completion of this new 30-hour TCH Bilingual or ESL master's sequence, students will be eligible to earn both a master's degree at ISU and a bilingual and/or ESL endorsement from the state board of education. This new master's sequence is designed for teachers who have already earned their initial license and wish to earn a master's degree and qualify for the state's bilingual or ESL endorsement.

ENROLLMENTS

In the table below, summarize enrollment and degrees conferred projections for the program for the first- and fifth-years of operation. If possible, indicate the number of full-time and part-time students to be enrolled each fall term in the notes section. If it is not possible to provide fall enrollments or fall enrollments are not applicable to this program, please indicate so and give a short explanation.

TABLE 1

STUDENT ENROLLMENT AND DEGREE PROJECTIONS FOR THE PROPOSED PROGRAM		
Category	Year One	5th Year (or when fully implemented)
Number of Program Majors/Minors (Fall Headcount)	5-10	10 - 15
Annual Full-time-Equivalent Majors/Minors (Fiscal Year)	5-7	7-12
Annual Number of Degrees Awarded	5-10	10-15

Add any relevant notes for the enrollment table 1 (Students are to be enrolled in a cohort; all students will be enrolled part-time; etc.) as an attachment

We envision that this sequence will be attractive to school districts who will contract with us to offer the program on their site. Since contract courses pay for themselves, those numbers are not included in the table above. Our on-campus numbers may be lower since some courses will be offered only in a face to face format. Typically, our master's students are enrolled part-time.

Budget Rationale (as an attachment; include corresponding data in Table 2)

Provide financial data that document the department or school's capacity to implement and sustain the proposed program and describe the program's sources of funding.

    a. Is the unit's (College, Department, School) current operating budget (contractual, commodities, equipment, etc.) adequate to support the program when fully implemented? If "yes", please explain. If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? *[Table 2 – Section 1]*

        This sequence will not require funds from our operating budget.

    b. What impact will the new program have on faculty assignments in the department? Will current faculty be adequate to provide instruction for the new program?

        There are no new courses. All Bilingual and ESL courses are currently offered as they are co-listed with undergraduate courses. These courses have new 400 level numbers but will continue to be co-listed when offered on campus. Current faculty will be adequate to provide instruction for the new sequence. Contract courses will be offered to faculty as overloads.

Will additional faculty need to be hired, either for the proposed program or for courses faculty of the new program would otherwise have taught? If yes, please indicate whether new faculty members will be full-time or part-time faculty, tenure track or non-tenure track faculty.

We currently have a need for ESL/Bilingual faculty at the undergraduate level and hire NTTs to cover courses. We don't see the new sequence increasing this need drastically, but the need still exists overall. *[Table 2 – Section 2]*

c. Will current <u>staff</u> be adequate to implement and maintain the new program? If "yes", please explain. Will additional staff be hired? Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies? If additional hires will be made, please elaborate. *[Table 2 – Section 2]*

Current staff will be adequate as this is just a new sequence to our current Master's in Teaching and Learning. Program advisement will be done by the Graduate program coordinator and Bilingual/ESL faculty.

d. Are the unit's current <u>facilities</u> adequate to support the program when fully implemented? Will there need to be facility renovation or new construction to house the program? (For a new degree program describe in detail the facilities and equipment available to maintain high quality in this program including buildings, classrooms, office space, laboratories, equipment and other instructional technologies for the program). *[Table 2 – Section 3]*

Yes, current facilities will be adequate to support the program as the on-campus courses will be co-listed with current undergraduate courses.

e. Are <u>library resources</u> adequate to support the program when fully implemented? Please elaborate.

The resources used by students would be like those used by our current undergraduate and MS in Education graduate students.

f. Are there any additional costs not addressed in items a. – d.? If "yes" please explain.
[Table 2 – Section 4]

No

g. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?
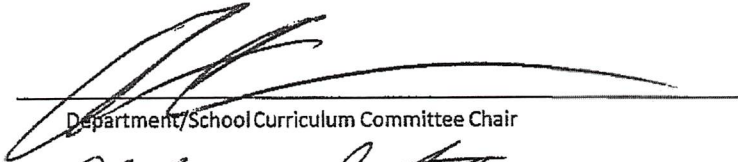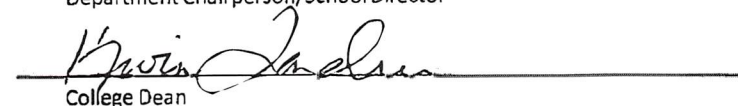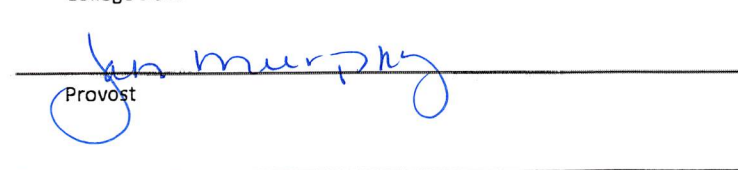
No

h. If this is a graduate program, discuss the intended use of graduate assistantships and where the funding for assistantships would come from.

We don't anticipate students completing this program full time, so they would not be eligible for graduate assistantships. If there are full time students in the program, they can apply for our current assistantships. We are not requesting additional assistantship funding for this program sequence.

Table 2: RESOURCES REQUIREMENTS

Category	Unit of Measurement	Year One	5th Year (or when fully implemented)
ESTIMATED COSTS OF THE PROPOSED PROGRAM- Only new resources not currently available to the program			
Section 1: Operating Expenses			
Including but not limited to: Contractual, Commodities, Equipment, etc. No new costs are needed.	$	$	$
Section 2: Personnel			
Faculty – No new faculty are needed specifically for this program	FTE	#	#
Faculty	$	$	$
Other Personnel Costs – All Staff excluding Faculty No new staff are needed	$	$	$
Section 3: Facilities			
Including but not limited to rental, maintenance, etc.	$	$	$
Section 4: Other Costs (itemized)			
•	$	$	$
•	$	$	$
•	$	$	S
•	$	$	$
•	$	$	$
Total	$	$	$

Routing and action summary – in sequential order:

_____
Department/School Curriculum Committee Chair

6/24/19
Date Approved

_____
Department Chairperson/School Director

6/18/19
Date Approved

_____
College Dean

6/18/19
Date Approved

_____
Provost

7.26.19
Date Approved

_____
College Curriculum Committee Chairperson

_____
Date Approved

_____
Teacher Education Council Chair

_____
Date Approved

_____
University Curriculum Committee Chairperson

_____
Date Approved

Once approved, include this form with the curricular proposal for the new program.

From:	Beth Hatt
To:	Gawron, Ian
Cc:	Brown, Ryan; Wolfinger, Jim
Subject:	Re: FIF for TCH Grad Proposals
Date:	Friday, October 30, 2020 12:20:10 PM

Ah! Ok! I approve!

On Fri, Oct 30, 2020 at 11:47 AM Gawron, Ian <isgawro@ilstu.edu> wrote:

> Hello All,
>
> The proposals have been signed by both of you (College and CTE) but the FIF has not. I need signatures (or email approvals in this case) concerning the FIF specifically. The latest attached FIF forms I have on the proposals do not have your signatures.
>
> From,
>
> Ian Gawron
>
> *Coordinator of Curriculum Processes*
>
> *Office of Registrar*
>
> *Illinois State University*
>
> *Email: isgawro@ilstu.edu*
>
> *Phone: 309-438-3183*
>
> ---
>
> **From:** Beth Hatt <hatt.beth@gmail.com>
> **Sent:** Friday, October 30, 2020 11:38 AM
> **To:** Gawron, Ian <isgawro@ilstu.edu>
> **Cc:** Brown, Ryan <rbrown@ilstu.edu>; Wolfinger, Jim <jdwolfi@ilstu.edu>
> **Subject:** Re: FIF for TCH Grad Proposals

Hi, Ian - The College Curriculum Committee has already signed the form electronically? I'm a little confused? Thanks! -- Beth

On Fri, Oct 30, 2020 at 11:23 AM Gawron, Ian <isgawro@ilstu.edu> wrote:

Hello All,

I thought I would send an email with everyone included.

The TCH graduate proposals have been at the GCC status for some time. They are unable to move to the next step until the College and CTE sign the FIF form. My latest notes from Ryan Brown indicate that the College signed off on the FIF and sent it over to CTE to sign (I have not seen this version of the form). Attached is the latest FIF I have. Can you both (College and CTE) review this document and respond to this email with an approval (if you approve the document). I can merge the approval emails to the FIF and that will be sufficient for a signature. Once that is done, the GCC chair can sign off on the University Curriculum Committee Chairperson line because they reviewed these and approved these proposals pending FIF back in September.

Let me know if you have any questions.

The proposals are linked below:

Bilingual/ESL

https://registrarforms.illinoisstate.edu/CurriculumForms/GradNewProgramView.aspx?ID=121

Teaching and Learning Sequence

https://registrarforms.illinoisstate.edu/CurriculumForms/GradNewProgramView.aspx?ID=110

Thank you,

I approve.

jw

From: Gawron, Ian <isgawro@ilstu.edu>
Sent: Friday, October 30, 2020 11:48 AM
To: Beth Hatt <hatt.beth@gmail.com>
Cc: Brown, Ryan <rbrown@ilstu.edu>; Wolfinger, Jim <jdwolfi@ilstu.edu>
Subject: RE: FIF for TCH Grad Proposals

Hello All,

The proposals have been signed by both of you (College and CTE) but the FIF has not. I need signatures (or email approvals in this case) concerning the FIF specifically. The latest attached FIF forms I have on the proposals do not have your signatures.

From,

Ian Gawron
Coordinator of Curriculum Processes
Office of Registrar
Illinois State University
Email: isgawro@ilstu.edu
Phone: 309-438-3183

From: Beth Hatt <hatt.beth@gmail.com>
Sent: Friday, October 30, 2020 11:38 AM
To: Gawron, Ian <isgawro@ilstu.edu>
Cc: Brown, Ryan <rbrown@ilstu.edu>; Wolfinger, Jim <jdwolfi@ilstu.edu>
Subject: Re: FIF for TCH Grad Proposals

[This message came from an external source. If suspicious, report to abuse@ilstu.edu]
Hi, Ian - The College Curriculum Committee has already signed the form electronically? I'm a little confused? Thanks! -- Beth

On Fri, Oct 30, 2020 at 11:23 AM Gawron, Ian <isgawro@ilstu.edu> wrote:

> Hello All,
>
> I thought I would send an email with everyone included.

The TCH graduate proposals have been at the GCC status for some time. They are unable to move to the next step until the College and CTE sign the FIF form. My latest notes from Ryan Brown indicate that the College signed off on the FIF and sent it over to CTE to sign (I have not seen this version of the form). Attached is the latest FIF I have. Can you both (College and CTE) review this document and respond to this email with an approval (if you approve the document). I can merge the approval emails to the FIF and that will be sufficient for a signature. Once that is done, the GCC chair can sign off on the University Curriculum Committee Chairperson line because they reviewed these and approved these proposals pending FIF back in September.

Let me know if you have any questions.

The proposals are linked below:
Bilingual/ESL
https://registrarforms.illinoisstate.edu/CurriculumForms/GradNewProgramView.aspx?ID=121

Teaching and Learning Sequence
https://registrarforms.illinoisstate.edu/CurriculumForms/GradNewProgramView.aspx?ID=110

Thank you,

Ian Gawron
Coordinator of Curriculum Processes
Office of Registrar
Illinois State University
Email: isgawro@ilstu.edu
Phone: 309-438-3183

--
Beth Hatt, Ph.D.
Associate Professor
Department of Educational Administration and Foundations
Illinois State University
Pronouns: She/Her/Hers