

**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: Mathematics

Contact person: Gaywalee Yamskulna, Ph. D.

Date: 07/23/18

Proposed new program: Mathematics Accelerated Sequence

Full degrees: Bachelor's and Master's degrees in Mathematics

(Note: if the proposed program is a sequence, please indicate the full degree it is housed within)

**BRIEF DESCRIPTION OF THE PROPOSED PROGRAM**

This Accelerated Sequence in Mathematics offers motivated students the opportunity to complete their bachelor's and master's degrees within five years of study. It is designed to build a strong foundation for students who are interested either in pursuing a doctorate in mathematics, in vocations involving the applications of computational mathematics, or in teaching at the community college level. High-achieving students with a cumulative GPA and a major GPA of 3.20 or higher may request the Accelerated Sequence in the second semester of their junior year (75 credit hours). This sequence allows students to take up to 12 hours of approved graduate courses that will count for both the undergraduate and graduate programs in Mathematics. Students will then apply to the graduate program in the last semester of their senior year. Enrollment in the Accelerated Sequence does not guarantee admission into the Mathematics graduate program. Moreover, the master's degree will be awarded upon completion of their graduate requirements.

**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**

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

**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]**

***Yes, the Department’s current operating budget is sufficient to support the new sequence when fully implemented. This new sequence is designed to***

- i) combine two existing programs together and***
- ii) efficiently use available resources in an effective way.***

***There are many 300-level courses that can be counted towards bachelor’s and master’s degrees in mathematics.***

***We plan to monitor the growth of this new sequence very closely. If the number of students exceed the expected number of students in the sequence when fully implemented, then we will probably need more mathematics faculty members.***

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? 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.

**[Table 2 – Section 1]**

***The new sequence has no impact on faculty assignments in the department since it is a combination of two existing programs. Current faculty is sufficient to provide instruction for the new sequence.***

- c. Will current staff 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]**

***The current staff is sufficient to implement and maintain the new program within the expected number of students in the sequence when fully implemented. Furthermore, current advising staff is adequate to provide student support and advisement, including job placement and/or admission to advanced studies within the expected number of students in the sequence when fully implemented.***

- d. Are the unit’s current facilities 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]**

***Mathematics department’s current facilities are adequate to support the new sequence when fully implemented. At this moment, we do not need to renovate our facilities. Moreover, we do not need new construction to house this sequence.***

***Our department supports collaborative works. If the number of students in the sequence exceed the expected number of students in the sequence, we will probably need more student lounges for the students to collaborate in.***

- e. Are library resources adequate to support the program when fully implemented? Please elaborate.

***Library resources are adequate to support the program when fully implemented. For 300-level and 400-level courses, most course materials are available online.***

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

***No, there are no additional costs not addressed in items a.-d.***

- 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, there is no temporary funding for this new sequence.***

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

***This proposed sequence is an undergraduate sequence.***

**Table 2: RESOURCES REQUIREMENTS**

**TABLE 2**

<b>ESTIMATED COSTS OF THE PROPOSED PROGRAM- Only new resources not currently available to the program</b>			
<b>Category</b>	<b>Unit of Measurement</b>	<b>Year One</b>	<b>5<sup>th</sup> Year (or when fully implemented)</b>
<b>Section 1: Operating Expenses</b>			
Including but not limited to: Contractual, Commodities, Equipment, etc.	\$0	\$0	\$0
<b>Section 2: Personnel</b>			
Faculty	FTE	#	#
Faculty	\$0	\$0	\$0
Other Personnel Costs – All Staff excluding Faculty	\$0	\$0	\$0
<b>Section 3: Facilities</b>			
Including but not limited to rental, maintenance, etc.	\$0	\$0	\$0
<b>Section 4: Other Costs (itemized)</b>			
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
<b>Total</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

**Routing and action summary – in sequential order:**

1. Jim Kelly 1 Nov 2018  
Department/School Curriculum Committee Chair Date Approved
2. George T. Kelly 11/1/18  
Department Chairperson/School Director Date Approved
3. Paul Kelly 11/1/18  
College Dean Date Approved
4. Jan Murphy 11-8-18  
Provost Date Approved
5. John M. Stewart 12-6-18  
College Curriculum Committee Chairperson Date Approved
6. \_\_\_\_\_  
Teacher Education Council Chair Date Approved
7. \_\_\_\_\_  
University Curriculum Committee Chairperson Date Approved

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