

**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: Family and Consumer Sciences

Contact person: Ani Yazedjian

Date: Sep 12, 2017

Proposed new program: Interior Design – Interior Design Sequence and Interior Design – Interior Design Accelerated Sequence

(2 seqs)

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

BRIEF DESCRIPTION OF THE PROPOSED PROGRAM

The Department of Family and Consumer Sciences is proposing new accelerated sequences in 3 of the 5 programs in the department. These accelerated sequences will allow students to take up to 12 hours of approved graduate courses during the senior year that will count for both their undergraduate and graduate programs in Family and Consumer Sciences. In Interior Design, a new Interior Design sequence is being created because this is the only way Campus Solutions can distinguish between those who are in the traditional sequence and those who are in the accelerated sequence. No curricular changes are being made to the plans of study in the traditional sequence. The only change proposed for the new accelerated sequence is the ability to complete 12 hours of graduate-level coursework in the senior year.

Accelerated master's degree programs offer high achieving students the opportunity to complete their bachelor's degree and master's degree with one additional year of study. Students will take both graduate and undergraduate classes during their senior year and seamlessly transition into their master's degree program for one additional year. These programs allow for an efficient move through two degrees and the ability to jump-start student professional development by completing two degrees in less time than it would to complete them separately. It also allows our program to retain high achieving students through both degrees.

Submitted & signed 10/15/17

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)	1	3-5
Annual Full-time-Equivalent Majors/Minors (Fiscal Year)	1	3-5
Annual Number of Degrees Awarded	1	3-5

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

Students complete an internal transfer application in the spring of their junior year and transfer into the accelerated sequence in the fall of their senior year. They complete the accelerated sequence in one year and then apply/enroll into the comprehensive FCS graduate program.

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]**

In the first five years of the program, we do not anticipate the need for additional resources as the students who enroll in the accelerated sequence are simply transitioning over from the regular sequence.

- 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?

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 2]

As students are already enrolled in our undergraduate programs and we have capacity for growth in our graduate program, we do not anticipate the need to hire additional faculty within the first five years.

- 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]***

Similar to above, students are already enrolled in the Department and already working with the academic advisor. Although the nature of those advising conversations will change, we will not have more students in the undergraduate programs.

- c. 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]***

We do not anticipate any changes to our current facilities as a result of these changes.

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

Yes library resources are adequate. We already devote resources to our undergraduate and graduate programs. Because we are not creating new courses, we do not need new resources beyond what the library already provides.

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

No, we do not anticipate additional costs within the first five years of the program.

- f. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

No temporary funds are being used.

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

This is not a graduate program.

Table 2: RESOURCES REQUIREMENTS

TABLE 2

*** NOTE: The Department of Family and Consumer Sciences does not anticipate needing any new resources within the first five years of the program, especially as it relates to hiring or facilities requests. The students who transfer into the accelerated sequence would be existing students in the Department. Any increases to enrollment would happen in the graduate program, not within the undergraduate program.

If the program is especially popular and/or the Human Development and Family Science program chooses to create their own accelerated sequence, it is possible the increase across the Department as a whole, would necessitate an additional section of graduate level Research Methods and graduate level Statistics. However, in the immediate future, our other graduate courses have available seats.

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

Approved by Academic Senate
March 6, 2013

•	\$	\$	\$
•	\$	\$	\$
Total	\$	\$	\$

Routing and action summary – in sequential order:

1. <u>Gayle Ann Haddick</u>	<u>9-19-17</u>
Department/School Curriculum Committee Chair	Date Approved
2. <u>[Signature]</u>	<u>9-19-17</u>
Department Chairperson/School Director	Date Approved
3. <u>[Signature]</u>	<u>9/18/17</u>
College Dean	Date Approved
4. <u>Jan Murphy</u>	<u>9-19-17</u>
Provost	Date Approved
5. <u>Maria Boengen</u>	<u>9-20-17</u>
College Curriculum Committee Chairperson	Date Approved
6. _____	_____
Teacher Education Council Chair	Date Approved
7. <u>Jan M. Sell</u>	<u>11/15/17</u>
University Curriculum Committee Chairperson	Date Approved

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