**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: English

Contact person: English Education Caucus: Sarah Hochstetler, Maggie Morris Davis, Danielle Lillge

Date: February 5, 2020, revised December 14, 2020

Proposed new program: Accelerated Sequence in Undergraduate English Teacher Education
(an Accelerated Master's Degree program which serves as a pathway to the Master's in English Education)

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

BRIEF DESCRIPTION OF THE PROPOSED PROGRAM

This request seeks to establish a new Accelerated Sequence in Undergraduate English Teacher Education within the Department of English at Illinois State. This sequence will feed into the proposed English Education, MA/MS, a unique, data-driven response to national, regional, and state needs. This program's research-based design and unique emphasis on socially just teaching and learning positions it to become a leader in the field regionally and even nationally.

Our proposed MA/MS in English Education is designed for certified secondary English language arts (ELA) teachers who are teaching full or part-time and who wish to deepen their knowledge of socially just ELA content, pedagogy, and research. Program students, or teacher scholars, will design and conduct research in their own secondary ELA classrooms. By sharing the findings of their research with professional audiences, they will be able to improve the effectiveness of their socially just ELA instruction and advocate for the needs of diverse learners. These skills will equip program graduates with critical tools to become reflective instructional leaders in their classrooms, departments, schools, and state.

The proposed accelerated Master's degree (AMD) sequence is designed for undergraduate teacher education students who, when they graduate with their undergraduate degree, will pursue employment as secondary ELA teachers. This AMD sequence is designed for our strongest undergraduate students and will strengthen our recruiting efforts within our undergraduate program as well as provide unique opportunities to target recruitment of diverse undergraduate

teacher candidates who historically have been underrepresented in graduate work within the field of English Education.

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	15
Annual Full-time-Equivalent Majors/Minors (Fiscal Year)	5	15
Annual Number of Degrees Awarded	0	10

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

Qualifying undergraduate English Teacher Education majors with a cumulative GPA of 3.2 or higher may apply to this sequence once they have reached junior status. Students accepted into the sequence will be allowed to take courses that will count toward both the undergraduate and graduate programs in English Education. Applications are considered once each fall and spring semester. We anticipate enrolling five undergraduate students into the sequence per semester. Students admitted to the sequence will, on average, be in the accelerated sequence for three semesters prior to undergraduate graduation.

Once AMD students have completed their undergraduate degree and begun teaching ELA in a secondary school, they will be able to determine a timeline for working toward degree completion that best fits with their teaching obligations and professional goals. We anticipate that most teacher scholars who were in the AMD program will complete the program in 1-2 academic years. (Please see pages 147 and 152 within the full proposal).

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]*

The graduate coursework that AMD students will complete will be existing 400-level graduate courses in the Department of English. AMD students will help fill these already-offered courses that are fully supported by existing department resources.

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 program 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]*

AMD students will be co-advised by the English Education MA/MS Program Coordinator, the Director of English Education, and the undergraduate English Education Advisor until AMD students complete their undergraduate degree and officially matriculate as MA/MS students at which point the Coordinator will support students' efforts to identify and request a program advisor/mentor. _

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]

The graduate coursework that AMD students will complete will be existing 400-level graduate courses in the English Department. These courses are currently taught in classrooms in Stevenson Hall.

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

Yes, Milner Library's current resources, including the resources of the Teaching Materials Center, online databases, and print materials, meet the needs of this program.

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

N/A

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

N/A

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

N/A

Table 2: RESOURCES REQUIREMENTS

TABLE 2

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.	$	$0	$0
Section 2: Personnel			
Faculty	FTE	#	#
Faculty	$	$0	$0
Other Personnel Costs – All Staff excluding Faculty	$	$0	$0
Section 3: Facilities			
Including but not limited to rental, maintenance, etc.	$	$0	$0
Section 4: Other Costs (itemized)			
•	$	$	$
•	$	$	$
•	$	$	$
•	$	$	$

•	$	$	$
Total	$	$	$

Routing and action summary – in sequential order:

1. *Christopher De Santis* , on behalf of Dept. Council   December 23, 2020
Department/School Curriculum Committee Chair   Date Approved

2. *Christopher De Santis*   December 23, 2020
Department Chairperson/School Director   Date Approved

3. *Diane Zosky*   12/21/2020
College Dean   Date Approved

4. _____   1/22/2021
Provost   Date Approved

5. _____   _____
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.