

Financial Implication Form

Illinois State University Request for New Program Approval

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.

Division	College/Unit	Department/School
VP and Provost	College of Education	Special Education

Department/School (if not listed above)

Primary Contact ULID	Primary Contact First Name	Primary Contact Last Name	Primary Contact Email Address
ycuenca	Yojanna	Cuenca-Carlino	ycuenca@ilstu.edu
Secondary Contact ULID	Secondary Contact First Name	Secondary Contact Last Name	Secondary Contact Email Address
ychung	Yun-Ching	Chung	ychung@ilstu.edu

Proposed New Program

Learning Behavior Specialist I Graduate Certificate

Brief Description of the Proposed Program

The proposed post-bachelor graduate certificate program will provide individuals who hold a professional educator license (PEL) in a general education subject with specialized training in addressing the needs of students with disabilities. This training will enable graduates to apply for the learning behavior specialist I (LBS I) special education endorsement through the Illinois State Board of Education (ISBE). The program would be a cohort-based fully online sequence of courses with synchronous and asynchronous components. The program consists of five existing courses that will provide completers with advanced knowledge and methods in special education and qualify them to receive an LBS I endorsement from ISBE. These courses were originally offered in our Master's of Science in Education (MSED) which we are discontinuing. Certificate completers will have the option of continuing to take additional courses in our Master or Science program (MS) to attain a master's degree.

Rationale for the certificate program

Currently, there are two Master's programs in SED. The MSED program is designed for practicing general education teachers looking to earn their LBS1 endorsement and a graduate degree in special education. On the other hand, the MS program is designed for practicing special education teachers interested in earning their Master's degree in special education. Over the past five years, enrollment in these two programs has trended in opposite directions. The MSED program has seen a 59% decline in enrollment from Fall '18 to Fall '22, whereas the MS program has seen a 21% growth in enrollment over that same time frame. We found that

many general education teachers are attracted to the MSED program to earn the LBS1 endorsement on their teaching license, but may not want to earn the full Master's degree.

The proposal intends to address the need of prospective students and build upon these trends with the ultimate goal to consolidate the two programs (MS and MSED) into one (MS). That is, the general education teachers who are interested in only earning an LBS1 endorsement can complete this new 15-credit hour graduate certificate program within one year (three semesters).

We will continue to offer the MS program for practicing special education teachers to complete a Master's degree in special education, as well as general education teachers who want to earn a Master's after completing the LBS-I graduate certificate coursework. For those general education teachers who are interested in earning the full Master's degree, they can then apply those 15 credit hours towards the completion of the MS in special education. We plan to eliminate the MSED program (this curriculum proposal has not been submitted).

This proposal aligns these two Master's programs into one seamless track, as general education teachers now will have the option to either complete only the LBS-I graduate certificate or the full MS degree program.

In an ISBE 2020 report on educator supply and demand in Illinois, special education positions had the most vacancies (753 positions) and the highest vacancy rate (2.5%) among all teaching positions by subject/program areas. Currently, special education positions have the lowest retention rate of teachers in Illinois by subject/program areas (83%). The data showed that there is a significant need to train and license more special education teachers in the state of Illinois.

This certificate program aligns with the "grow your own" initiative being pushed by ISBE and Advance Illinois, an influential educational advocacy group in Illinois. The Illinois Board of Higher Education has allocated nearly \$6.5 million towards "grow your own" programs (Grow Your Own-ISBE) over the past two years (please see Slide 6), given these programs have demonstrated that "grow your own" completers are more likely to remain as practicing teachers in the districts and address high-need areas, such as special education.

Plan of Study

The LBS-I graduate certificate includes the following courses:

- SED 406: Induction into Special Education
- SED 410: Ed Assessment and Planning for Individuals with Disabilities
- SED 422: Teaching Diverse Learners
- SED 445: Curriculum Development and Modifications for Diverse Learners
- SED 448: Applied Behavior Analysis: Changing Behavior & Learning Environments

There is no clinical component in the course sequence, given that students will be employed as practicing teachers. A sequence of coursework is provided below. Students will be required to take SED 406 and SED 410 prior to taking the remaining three courses.

Summer: SED 406 and SED 410

Fall: SED 422 and SED 445

Spring SED 448

Total: 15 credit hrs

Is this a Teacher Education program?

Yes

Is this a graduate program?

Yes

Enrollments

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.

Student Enrollment and Degree Projections for the Proposed Program

<u>Fall Headcount of Program Majors/Minors (1st year)</u>	<u>Fall Headcount of Program Majors/Minors (5th year or when fully implemented)</u>
12	25
<u>Annual FTE Program Majors/Minors (1st year)</u>	<u>Annual FTE Program Majors/Minors (5th year or when fully implemented)</u>
12	25
<u>Annual Degrees Awarded (1st year)</u>	<u>Annual Degrees Awarded (5th year or when fully implemented)</u>
12	25

Relevant Notes for Enrollment

This graduate certificate program will provide a streamlined option for those general education teachers who are only interested in earning the LBS1 endorsement. Thus, based on conversations with our district partners, overall market demand for special education licensure programs, and past enrollment data for our MSED program, we expect to see 10-12 students in the initial years, with anticipated growth to 20-25 students during Year 5. To ensure the rigor and quality of the instruction, we will be capping enrollment at 20-25 for the graduate-level courses.

Budget Rationale

Estimated Costs of the Proposed Program - **For all sections below, only NEW resources not currently available to the program.**

Operating Expenses

Including but not limited to: Contractual, Commodities, Equipment, etc.

Is the unit's (College, Department, School) current operating budget (contractual, commodities, equipment, etc.) adequate to support the program when fully implemented?

Yes

Please explain.

The LBS-I Certificate program will be a stand-alone fully online cohort program funded through the FCR model. Under the current FCR formula, a total of ten students per course would be needed to break even and have a small financial surplus. These attachments show the cost of the full program and the costs associated with each individual course. For ten students, the projected tuition is \$12,000 per course, and the projected expenses will vary based on the instructor's salary. Different salary amounts are reflected in the attachments. The FCR model may be impacted by tuition waivers for some students which might reduce the amount of tuition money collected. Note that the certificate students will not be eligible for the department tuition waivers, which are only offered to degree-seeking students. Therefore, they can only use staff waivers or clinical experience waivers. There is a descending trend among the total number of staff tuition waivers and clinical experience tuition waivers used by MSED students over the past four years (parallel with the decreasing enrollment trend of the MSED students). That is, across the fall, spring, and summer semesters, there were a total of 34, 22, 20, and 8 waivers (and an average of 11, 7, 7, and 3 each semester) for 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. With the descending trend, we predict there will be some tuition waivers used for the LBS-I graduate

certificate students. We recognize the use of tuition waivers will impact the residuals and the SED will cover any amount that is above and beyond residuals.

If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds?

N/A

Operating Expenses (1st year)

\$0.00

Operating Expenses (5th year or when fully implemented)

\$0.00

Personnel

What impact will the new program have on faculty assignments in the department?

Current SED faculty can adequately provide instruction for this LBS-I graduate certificate program. Existing tenure track faculty will teach the courses as part of their TT load during the 9-month academic year with the opportunity to teach a summer course. NTTs may teach some of the courses that are a part of the TT load reassignment. For instance, TT faculty have a 3-3 load each semester. If the TT faculty are reassigned to teach in this program, one course of their typical load would be covered by an NTT. We currently have an adequate number of tenure-line and on- and off-campus NTTs (with terminal degrees) to cover the courses.

Will current faculty be adequate to provide instruction for the new program?

Yes

Will additional faculty need to be hired, either for the proposed program or for courses faculty of the new program would otherwise have taught?

No

Will current staff be adequate to implement and maintain the new program?

Yes

Please explain.

Our current staff are adequate to implement and maintain the program, and we will assign courses to our existing pool of NTTs if needed. The master's program currently has two advisors who will help review applications and meet with applicants. The master's program coordinator will review applications, review existing curriculum, and monitor the overall program. These are duties normally associated with the positions, so no new hires would be necessary.

Will current advising staff be adequate to provide student support and advisement, including job placement and or admission to advanced studies?

Yes

Will additional staff be hired?

No

Please elaborate.

N/A

Faculty FTE (1st year)

0

Faculty FTE (5th year or when fully implemented)

0

Faculty Salary Dollar(s) (1st year)

\$0.00

Faculty Salary Dollar(s) (5th year or when fully implemented)

\$0.00

Other Personnel Costs (1st year)

\$0.00

Other Personnel Costs (5th year or when fully implemented)

\$0.00

Facilities

Including but not limited to rental, maintenance, etc.

Are the unit's current facilities adequate to support the program when fully implemented?

Yes

Will there need to be facility renovation or new construction to house the program?

No additional facilities are needed. Since courses are fully online, the current digital infrastructure is adequate to support program needs.

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.

No additional facilities are needed. Since courses are fully online, the current digital infrastructure is adequate to support program needs.

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

Yes, existing resources in Milner are adequate to support the program.

Facilities Costs (1st year)

\$0.00

Facilities Costs (5th year or when fully implemented)

\$0.00

Other Costs

Are there any additional costs not addressed above?

No

Please explain.

N/A

Are any sources of funding temporary (e.g., grant funding)?

No

How will the program be sustained once these funds are exhausted?

The program will be funded through full cost recovery. If not enough enrollment/tuition sustains the program, the SED will cover cost overruns.

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

Graduate assistantships will not be a part of this program.

Itemized Costs

1. Description	1. Cost (1st year)	1. Cost (5th year or when fully implemented)
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Total Costs

Please subtotal the Operating, Personnel, Facilities, and Other Costs.

Total Cost (1st Year)	Total Cost (5th year or when fully implemented)
\$0.00	\$0.00

Notes

Other Attachment/Documentation

[FIF-LBSI-Grad Certificate10-21\(1\).docx](#)

Approval Signatures

Department/School Curriculum Committee Chair

DSCCC Signature

Electronically Signed by Antonio Causarano (arcausa@ilstu.edu) - October 31, 2022 at 12:27 PM (America/Chicago)

Department Chairperson/School Director

DCSD Signature

Electronically Signed by Yojanna Cuenca-Carlino (ycuenca@ilstu.edu) - November 1, 2022 at 11:04 AM (America/Chicago)

College Dean

CD Signature

Provost

Provost Signature

No Response

College Curriculum Committee Chairperson

CCCC Signature

No Response

Teacher Education Council Chair

TECC Signature

No Response

Graduate Curriculum Committee Chair

GCCC Chair

No Response

University Curriculum Committee Chairperson

UCCC Signature

No Response

Chairs and Deans - Routing Steps
To be completed by the Provost's Office.

The ULID is the part of your Illinois State University email address before the @ symbol.

<u>Dept/School Curriculum Committee Chair ULID</u>	<u>First Name</u>	<u>Last Name</u>	<u>Email Address</u>
arcausa	Antonio	Causarano	arcausa@ilstu.edu
<u>Dept/School Chair ULID</u>	<u>First Name</u>	<u>Last Name</u>	<u>Email Address</u>
ycuenca	Yojanna	Cuenca-Carlino	ycuenca@ilstu.edu

College/Dean ULID	First Name	Last Name	Email Address
fegodwy	Francis	Godwyll	fegodwy@ilstu.edu
College Curriculum Committee Chair ULID	First Name	Last Name	Email Address
brwelle	Benjamin	Wellenreiter	brwelle@ilstu.edu
Teacher Education Council Chair ULID	First Name	Last Name	Email Address
fegodwy	Francis	Godwyll	fegodwy@ilstu.edu
Graduate Curriculum Committee Chair ULID	First Name	Last Name	Email Address
jbwagma	Jeffrey	Wagman	jbwagma@ilstu.edu

For Workflow Purposes Only

Primary Contact ULID (HCM Link)		Secondary Contact ULID (HCM Link)	
ycuenca		ychung	
D/S Curr-Comm Chair ULID (HCM Link)	D/S Curr-Comm Chair Name (Kuali Link)	D/S Chair ULID (HCM Link)	D/S Chair Name (Kuali Link)
arcausa	Antonio Causarano	ycuenca	Yojanna Cuenca-Carlino
College/Dean ULID (HCM Link)	College/Dean Name (Kuali Link)	College Curr-Comm Chair ULID (HCM Link)	College Curr-Comm Chair Name (Kuali Link)
fegodwy	Francis Godwyll	brwelle	Benjamin Wellenreiter
Teacher Ed Council Chair ULID (HCM Link)	Teacher Ed Council Chair Name (Kuali Link)	Graduate Curr-Comm Chair ULID (HCM Link)	Graduate Curr-Comm Name (Kuali Link)
fegodwy	Francis Godwyll	jbwagma	Jeffrey Wagman

Form Submission - Proposer

Submitted for Approval | Proposer

Yun-Ching Chung - October 31, 2022 at 11:48 AM (America/Chicago)

Submission Notification

Notification Sent

Yun-Ching Chung - October 31, 2022 at 11:48 AM (America/Chicago)

Provost (Update)

Approved

J Cooper Cutting - October 31, 2022 at 12:00 PM (America/Chicago)

Ani Yazedjian

D/S Curr-Comm Chair

Approved

Antonio Causarano - October 31, 2022 at 12:27 PM (America/Chicago)

N Comments

D/S Chair

Approved

Yojanna Cuenca-Carlino - November 1, 2022 at 11:04 AM (America/Chicago)

College Dean

Approved

Francis Godwyll - November 1, 2022 at 11:35 AM (America/Chicago)

Status Update Email

Generating PDF

Curriculum Forms - Registrar Office

Provost (Approve)

Approval

Aondover Tarhule

Jean Ann Dargatz

Approval Email

Notification

Yun-Ching Chung

Approval Email

Notification

Antonio Causarano

Approval Email

Notification

Yojanna Cuenca-Carlino

Approval Email

Notification

Francis Godwyll

Approval Email

Notification

J Cooper Cutting

Ani Yazedjian

Coll Curr-Comm Chair

Approval

Benjamin Wellenreiter

Teacher Ed Council Chair

Approval

Francis Godwyll

Graduate Curriculum Committee Chair

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Curriculum Forms - Registrar Office
