

**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: Special Education

Contact person: Maribeth Lartz

Date: June 29, 2018

Proposed new program: Interdisciplinary Early Intervention Sensory Disabilities Sequence

The new sequence is housed within the Master's degree in Special Education

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

BRIEF DESCRIPTION OF THE PROPOSED PROGRAM

*The proposed grant-funded graduate education project, **Leveraging Instruction to Maximize Interdisciplinary Teaming in Learning Environments of family Systems when children have Sensory disabilities (LIMITLESS)** will address state, regional and national shortages of early intervention personnel with expertise integrating speech, language, feeding, and oral motor needs to improve outcomes for infants and toddlers with hearing or vision losses (sensory disabilities) who have high-intensity needs (HIN).*

Brief Summary

SED scholars will take 12-hours of existing SED and 6-hours of existing CSD master's coursework plus 15 hours of new for-credit courses. CSD scholars will take 9-hours of existing CSD master's coursework plus 15 hours of new SED for-credit courses. The 15-hours of new coursework will be offered in two locations (ISU and a northern site) using video conferencing technology, which we already own. Further, the project will pay for the cost of instruction for all new and existing courses listed above. These 12 courses will be offered as contract courses and funded by the project. This master's sequence will require 2-years to complete. The grant is a 5-year competition and, therefore, will fund two cohorts for a total of 36 scholars (24 SED and 10 CSD).

*uploaded to proposal
9/25/18
w/ GCC app. 10/18*

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) | 12 part-time | 12 part-time each year for 5 years |
| Annual Full-time-Equivalent Majors/Minors (Fiscal Year) | 12 part-time | 12 part-time each year for 5 years |
| Annual Number of Degrees Awarded | 0 | 34 |

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]** *This is a grant funded program; therefore, the cost will be covered by the grant (if received).*
- 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? *Please see the table below for impact on faculty assignments. Both Gardiner-Walsh and Sharon Doubet will be offered overload for 4 courses across the 5 years of the grant—2 courses per cohort. The PD (Lartz) will have a 12% administrative time commitment in year 1, 7.5% in years 2, 3 and 4 and 11% in year 5. Dr. Lartz will have a 25% teaching commitment in years 1 and 5, 17% in years 2 and 4, and 21% in year 3. The CD (Ely) will have a 7.5% administrative time commitment in years 1, 3, and 4 and 11% in years 2 and 5. Dr. Ely will have a 25% teaching commitment in years 1 and 5 and 17% in years 2, 3 and 4. Lartz and Ely will teach during the summer, so there will be no impact on their load.*

Course Sequence and Plan of Study for TOD, TVI, and SLP Scholars

| Cohort | Yr | Sem | Course Number and Title | | Scholars | | | Instructor(s) |
|--------|----|-----|-------------------------|---------------|----------|-----|-----|----------------|
| | | | | | TOD | TVI | SLP | |
| | 1 | Fa | | Planning | | | | |
| | | Sp | | Planning | | | | |
| 1 | | Su | SED 420 | Teaming | X | X | X | Lartz/Edwards |
| 1 | | | SED 421 | Assessment | X | X | X | Ely/Meehan |
| 1 | | Fa | CSD 412 | Speech Sounds | X | | X | Harbors |
| 1 | | | CSD 420 | Feeding | | X | X | Park |
| 1 | | | SED 440 | Trends | X | X | | Doubet |
| 1 | 2 | Sp | EAF 410 | Research | X | X | | Gardiner-Walsh |
| 1 | | | CSD 406 | Lang and Lit | X | X | X | Smith |
| 1 | | Su | SED 498 | Field Exp I | X | X | X | Edwards/Meehan |
| 1 | | | SED 423 | Intervention | X | X | X | Lartz/Ely |
| 1 | | Fa | SED 482 | Capstone | X | X | | Doubet |
| 1 | | | SED 409 | Leadership | X | X | | Gardiner-Walsh |
| 1 | 3 | Sp | SED 498 | Field Exp II | X | X | X | Edwards/Meehan |
| | | | | | | | | |
| 2 | | Su | SED 420 | Teaming | X | X | X | Lartz/Edwards |
| 2 | | | SED 421 | Assessment | X | X | X | Ely/Meehan |
| 2 | | Fa | CSD 412 | Speech Sounds | X | | X | Harbors |
| 2 | | | CSD 420 | Feeding | | X | X | Park |
| 2 | | | SED 440 | Trends | X | X | | Doubet |
| 2 | 4 | Sp | EAF 410 | Research | X | X | | Gardiner-Walsh |
| 2 | | | CSD 406 | Lang and Lit | X | X | X | Smith |
| 2 | | Su | SED 498 | Field Exp I | X | X | X | Edwards/Meehan |
| 2 | | | SED 423 | Intervention | X | X | X | Lartz/Ely |

| | | | | | | | | | |
|------|---|----|---|--------------|---|---|--------------------------|----------------|--|
| 2 | | Fa | SED 482 | Capstone | X | X | | Doubet | |
| 2 | | | SED 409 | Leadership | X | X | | Gardiner-Walsh | |
| 2 | 5 | Sp | SED 498 | Field Exp II | X | X | X | Edwards/Meehan | |
| Both | | Su | Dissemination; Writing Project with graduates | | | | Lartz/Ely/Edwards/Meehan | | |

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. *If Doubet and Gardiner-Walsh do not want the overload, the grant will buy the course and pay for NTT instruction of the courses they would have otherwise taught.*

[Table 2 – Section 2]

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]** *No, new staff will be hired to implement the program. These staff include part-time positions. Please see below. The Project Coordinator for Deafness (Meehan) will have a 23% coordination time commitment for year 1, 26% for years 2, 3, and 4, and 7.5% for year 5. She will also have a 16% commitment for year 1 for interdisciplinary mentoring, and co-teaching/supervising SED 498 I & II Field Experience and SED 421. During years 2-4, she has a 13% mentoring and teaching commitment, and she has a 32% mentoring and teaching commitment in year 5. The Project Coordinator for Vision (Edwards) will have a 25% co-teaching (SED 420) time commitment for year 1, 38% for years 2 and 4 (SED 498 I), and 50% commitment for years 3 & 5 for SED 498 II Field experience coordination/ supervision and SED 420.*

Jane Koscielak’s position in the department provides information on the applications and the acceptance of the students. No advising is needed in the set program.

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]** *No additional facilities are needed. The northern section classroom space is rented by the grant.*

e. Are library resources adequate to support the program when fully implemented? Please elaborate. *Yes, we will not need additional resources because we are targeting vision and deaf education majors and there are sufficient materials in Milner for those areas.*

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? *The proposed project has great potential for continued support*

after federal funding ends because all courses required for the Master's degree in Interdisciplinary Early Intervention. Sensory Disabilities will be approved by the graduate school and appear in the course catalog. Further, course instructors hold tenure-line faculty positions and anticipate continued interest in the proposed Master's programs.

- h.** If this is a graduate program, discuss the intended use of graduate assistantships and where the funding for assistantships would come from. *One graduate assistant will be hired and paid for by the grant. They will be assisting with data management and conference preparation.*

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

Routing and action summary – in sequential order:

1. Tara Kayosli 6/29/18
Department/School Curriculum Committee Chair Date Approved
2. Ann Curran 6/29/18
Department Chairperson/School Director Date Approved
3. David Jones 7/3/18
College Dean Date Approved
4. Jan Murphy 8-1-18
Provost Date Approved
5. Tara Kayosli 6/29/18
College Curriculum Committee Chairperson Date Approved
6. NA
Teacher Education Council Chair Date Approved
7. R. J. De 10/16/18
~~University~~ Curriculum Committee Chairperson Date Approved
Graduate

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