

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: Office of the Provost

Contact person: Jonathan Rosenthal, Associate Provost

Date: May 29, 2015

Proposed new program: All programs to be created as a function of new state licensure requirements  
(mandatory successful completion of edTPA for program completion).

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

**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	5 <sup>th</sup> Year (or when fully implemented)
Number of Program Majors/Minors (Fall Headcount)	minimal	minimal
Annual Full-time-Equivalent Majors/Minors (Fiscal Year)	minimal	minimal

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 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]**
- b. Will current faculty be adequate to provide instruction for the new program? If "yes", please explain. Will additional faculty need to be hired? If additional hires will be made, please elaborate. **[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]**
- 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]**
- e. Are library resources adequate to support the program when fully implemented? Please elaborate.
- f. Are there any additional costs not addressed in items a. – d.? If "yes" please explain. **[Table 2 – Section 4]**
- g. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?
- h. If this is a graduate program, discuss the intended use of graduate assistantships and where the funding for assistantships would come from.

**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
<b>Section 2: Personnel</b>			
Faculty	FTE	#0	#0
Faculty	\$	\$0	\$0
Other Personnel Costs – All Staff excluding Faculty	\$	\$0	\$0
<b>Section 3: Facilities</b>			
Including but not limited to rental, maintenance, etc.	\$	\$0	\$0
<b>Section 4: Other Costs (itemized)</b>			
• Time for existing advising and teacher education staff	Staff time	Variable but limited	Variable but limited
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
<b>Total</b>	<b>\$</b>	<b>\$</b>	<b>\$</b>

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

1. _____ Department/School Curriculum Committee Chair	_____
2. _____ Department Chairperson/School Director	_____
3. _____ College Dean	_____
4. _____ Provost	_____
5. _____ College Curriculum Committee Chairperson	_____
6. _____ Teacher Education Council Chair	8/20/15 Date Approved
7. _____ University Curriculum Committee Chairperson	9/9/15 Date Approved

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

Addendum to Table 1: Enrollment in Non-Licensure Sequences for Students Not Successfully Completing edTPA

As of September 1, 2015, passage of the edTPA will become a requirement for teacher education program completion and teacher licensure in Illinois. Teacher preparation programs at ISU have been piloting edTPA for at least the past two years and, while we feel confident in the support structure we have built, we are also preparing for the possibility that some candidates may not successfully complete the edTPA.

On March 3, 2015, the ISU Council for Teacher Education (CTE) passed a resolution that outlines the options programs can offer to candidates who do not pass the edTPA. These options include:

1. Candidate can be given the opportunity to retake the assessment with ISU support. This support will only be offered for one retake and will be offered as outlined in the "Procedures Related to Passing the Final Teacher Performance Assessment (edTPA)" document, which was adopted by CTE on March 17, 2015.
2. If the candidate does not want to retake the edTPA, then s/he may have one or more of the following options...
  - a. Student changes major to the Human and Educational Services Sequence of the Interdisciplinary Studies Major.
  - b. Student changes major to an appropriate non-TE major in a K-12 or secondary major, for example, Oceanography TE to Oceanography.
  - c. Student changes to a new sequence in their major (for example, "Oceanography: Pedagogy Emphasis") created precisely for those who have completed all TE program requirements except for edTPA. Requirements would be identical to the TE major except for successful completion of edTPA. \*

This Financial Implication Form applies to option 2c, the creation of a new sequence. We anticipate that the non-pass rate will be low and that many students will choose to complete the retake option. We therefore anticipate that only a small number of students will choose option 2c. However, for those who do choose it, it will be very important to permit timely graduation.

*\* Transcript for program completers with edTPA passed will read "French Teacher Education: Student has completed a state and NCATE approved program in Teacher Education." Transcripts for those graduating with the "French: Pedagogy Emphasis" sequence will not have this additional statement. Students completing edTPA may later reapply under the "entitlement only" option and be recommended for licensure with no additional fee. Transcript will then include NCATE approved language.*

### **Budget Rational**

Students choosing option 2c will have completed all requirements for their teacher education degree except for the edTPA. Thus, no additional expenses will be incurred other than the time advisors will spend counseling students on this option and changing their major sequence to it.