

**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: Interdisciplinary Studies / History

Contact person: Anthony Crubaugh, Chair, Department of History

Date: August 20, 2015

Proposed new program: IDS major in European Studies

All content is identical for the minor in European Studies

(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 th Year (or when fully implemented)
Number of Program Majors/Minors (Fall Headcount)	8 / 10	35 / 40
Annual Full-time-Equivalent Majors/Minors (Fiscal Year)	8 / 10	35 / 40

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.

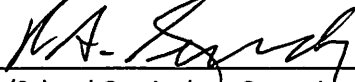
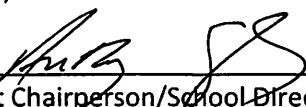
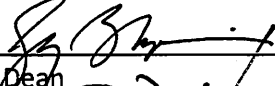
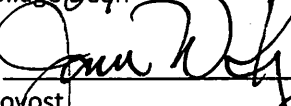


- a. Is the unit's (College, Department, School) current operating budget adequate to support the program when fully implemented? If "yes", please explain. If new resources are to be provided to the unit to support the program, what will be the source(s) of these funds? **[Table 2 – Section 1]**
- b. 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

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	# 0	# 0
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)			
• N/A	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
Total	\$	\$	\$

Routing and action summary – in sequential order:

- | | | |
|----|---|----------------|
| 1. |  | <u>8/31/15</u> |
| | Department/School Curriculum Committee Chair | Date Approved |
| 2. |  | <u>8/25/15</u> |
| | Department Chairperson/School Director | Date Approved |
| 3. |  | <u>8/28/15</u> |
| | College Dean | Date Approved |
| 4. |  | <u>9/15/15</u> |
| | Provost | Date Approved |
| 5. |  | <u>9/16/15</u> |
| | College Curriculum Committee Chairperson | Date Approved |
| 6. | _____ | _____ |
| | Teacher Education Council Chair | Date Approved |
| 7. |  | <u>9/23/15</u> |
| | University Curriculum Committee Chairperson | Date Approved |

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

Introduction

The proposed European Studies (ES) major is an interdisciplinary program that is international in scope. Conceived originally by faculty members in the German language program, the idea for a European Studies major has gained momentum in recent years with campus-wide meetings of interested faculty, a European film festival, a highly successful European Studies Symposium in spring 2015 (funded in part by a grant from the European Union), and plans to pursue a major in both the LAN Program Review and History Strategic Plan. This current proposal, submitted by a Steering Committee of five persons from Languages, Literatures and Cultures, Fine Arts, and History, represents the culmination of the aforementioned efforts.

Description of the Program

Students will complete nine hours of core courses: IDS 112 Introduction to Europe (or HIS 101, 102, or 107), IDS 212 Europe Today, and IDS 312 Senior Seminar. In addition, they will be required to achieve proficiency in a European language other than English, equivalent to five semesters of university-level coursework (111-116, plus one 200-level course). Students complete the major requirements by selecting a minimum of 18 hours of electives from a large list of approved university-wide (currently existing) courses from ten departments or schools; 6 hours must be in History, 6 in the arts (music, theatre, art history, literature, languages), and 6 in an area of concentration chosen by the student. Overall, then, the major will require 30-46 hours, depending on the level of language proficiency with which a student begins the program. Study abroad in a European country for one semester is required, although a student may petition to study abroad during the summer instead. (Under exceptional circumstances, students may petition for exemption from this requirement.) Highly compatible with programs in History and Languages, Literatures, and Cultures as well as numerous interdisciplinary minors, the major is versatile and can be customized to complement an individual student's interests in various fields of study. At least four of the courses in the major curriculum qualify for general education credit.

Rationale for the Program

In accord with Educating Illinois, this program will provide an individualized educational experience, fulfilling the following articulated goals. Meeting Goal 1, Strategy 3, ES will increase opportunities for students to engage in high-quality, high-impact educational experiences; increase professional development offerings designed to help faculty deliver high-quality educational experiences, especially in one-on-one or small group settings; and increase partnerships across campus and with other educational, civic, and corporate entities that support student learning and development. For Goal 2, Strategy 5, ES will develop a university-wide plan that enhances globalization of the campus and the curriculum; increase the number and variety of opportunities for students to study abroad; increase the number of international students and visiting scholars on campus; increase the number of research, teaching, and service partnerships with institutions in other countries; enhance administrative support, recognition, and professional development opportunities for faculty and staff involved in international programs and partnerships. For Goal 3, Strategy 1, ES will enhance cross-divisional and cross-departmental collaboration; identify cultural and structural barriers to collaboration, and develop strategies to overcome them; develop mechanisms for designing and delivering interdisciplinary, team-taught, and cross-listed courses; encourage and reward interdisciplinary collaboration.

The value of ES for the student is to provide a unique and marketable education geared toward the increasing internationalization of economic, political, ecological, and cultural life. The facts and figures of globalization and the size of the European economic sphere, second to none, are well-known. The value of ES for ISU is to serve the goal of maintaining and extending ISU's international profile through its courses and study abroad. Through requiring study abroad for program participants, ES will promote the ISU Generation Study Abroad initiative. And the value of ES for Illinois is to provide a special program among public institutions in the state and in much of the Midwest. The salient trends of the last half century all confirm the primacy of the broader interdisciplinary context over the traditional specialization. European Studies would draw on such developments in confronting the central questions of the historical identity and evolving character of Europe.

Europe is an entity of major international significance. A growing number of EU Studies programs are addressed to this reality. Europe is also a family of nations. Families can only be understood as embodied in their individual members. By providing an academic context for and, upon request, administrative assistance with individualized study in any European country, ISU can serve interests not covered or recognized elsewhere in the state. Hundreds of thousands of Illinois citizens have cherished personal ties with a number of dynamic and fascinating old and new

EU member nations. Furthermore, Europe is the largest trading bloc in the world, the site of the largest amount of foreign investment by the United States, and the largest international investor in the United States. A major in European Studies with its salubrious exposure to the history, cultures, societies, and politics of the European Union would therefore enhance the prospects for employment with international organizations, companies engaged in international business and with careers in government, education, foreign service, journalism, and various agencies on both sides of the Atlantic.

Budget Rationale

Following the models of other universities at which European Studies is offered, the proposed major at Illinois State University does not require additional resources but rather is predicated on the reconfiguration of existing resources in order to allow students to pursue their academic interests in an interdisciplinary fashion.

The list of 118 possible electives from 10 academic units indicates that there currently exists sufficient faculty expertise to support easily a major in European Studies. Indeed, the three sponsoring schools/departments alone (LAN, ART, HIS) have 18 tenure track faculty members whose teaching and research specialties focus on Europe.

Evidence suggests that a proposed major in European Studies will not redirect faculty resources from where they are currently allocated (and needed) within departments/schools. First, the large number of electives across 10 units will insure that no single class or department/school will be flooded with demand for seats. Second, the number of majors is anticipated to be modest given the language requirement. Finally, requirements for the major can be fulfilled by taking courses that already exist and are already offered at ISU. For example, even the "new" required courses for the major—IDS 112: Introduction to Europe, IDS 212: Europe Today, and IDS 312: Senior Seminar—are already taught by potential European Studies faculty members as general education courses (for 112 and 212) or as capstone seminars in the Department of History (for 312).

Upon the recommendation and with the approval of Dr. Anthony Crubaugh, Chair of History and member of the European Studies Steering Committee, it was determined that the Department of History will administer the program. History has not only the faculty enthusiasm and expertise to do so but also the resource capacity. With over 550 majors in 2009, most in the History-Social Sciences Education sequence, the Department decided that year—with strong encouragement from the (then) Deans of the College of Education and the College of Arts and Sciences—to reduce enrollment by raising GPA requirements. Currently, History has approximately 350 majors. These figures highlight the fact that the Department of History has operating, advising, staff, and faculty capacity to support a new program that anticipates 35 majors and 40 minors, respectively, by the fifth year of implementation. History's lead advisor, Dr. Ron Gifford, is aware of and consents to the plan and has been involved in crafting the curriculum and developing plans of study.

From the preceding information, it follows that a major in European Studies would require no new facilities or instructional technologies. Finally, the supporting letter from Milner Library ascertains that current library resources are adequate to support the European Studies major.