

New Undergraduate Program (Majors, Minors, Sequences) Proposal
Illinois State University - University Curriculum Committee

Program Department English

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Title of New Program Accelerated English Education Sequence

Submission Date Wednesday, June 2, 2021

Email memorr3@ilstu.edu

Campus Address 4240 English

Version 6 **ID** 334

Proposed Starting Catalog Year 2022-2023

Associated Course Proposal(s):

New Graduate Course proposal ENG 435 titled *Critical Conversations in the Teaching of English*

Revise Graduate Course proposal ENG 435 titled *Critical Conversations in the Teaching of English*

1. Proposed Action

New Major

New Minor

✓ New Sequence

More than 50% of courses in this program are Distance Education

Sequence Major

English Teacher Education Sequence

2. Provide Undergraduate Catalog copy for new program.

Program Admission Requirements: The Accelerated English Education Sequence (AEES) is an Accelerated Master's Degree (AMD) program, which serves as a pathway to the Master's in English Education. This AMD is designed for undergraduate teacher education students who, when they graduate with their undergraduate degree, will pursue employment as secondary ELA teachers. Qualifying students with a cumulative GPA of 3.2 or higher may apply to the AEES once they have reached junior status. Admission is based on competitiveness of the applicant. Application procedures are available on the English Education website and applications are considered on a rotating basis each fall and spring semester.

Acceptance into the AEES constitutes acceptance into the MA/MS in English Education. To transfer to graduate-only status after completing the BA in English Education, students must submit an application to the Graduate School for the MA/MS in English Education. This application to the Graduate School will be considered pro-forma if students are in good standing.

Coursework: AEES admitted students will be allowed to take up to 12 hours of graduate-level credits by enrolling in ENG 435 and/or 400-level elective coursework under the advisement of the program coordinator or designated advisor. These credits will count toward both the undergraduate and graduate programs in English Education. All Graduate School policies apply to courses taken for graduate credit.

Major Requirements:

Minimum required credit hours: ~~72~~ 75 (includes a min. of 46 credit hours of English - exclusive of ENG 101, and ~~26~~ 29 credit hours of Professional Education courses)

- ENG 100
- ENG 102
- ENG 194
- ENG 243
- ENG 246
- ENG 283
- ENG 296
- ENG 297
- ENG 300
- ENG 375

Take 1 British literature elective

- ENG 110
- ENG 213
- ENG 214
- ENG 216
- ENG 217
- ENG 218
- ENG 219
- ENG 222
- ENG 311 or ENG 411
- ENG 320 or ENG 420
- ENG 321 or ENG 421
- ENG 322
- ENG 324
- ENG 329
- ENG 378

Take 1 American literature elective

- ENG 130
- ENG 165
- ENG 231
- ENG 232
- ENG 233
- ENG 234
- ENG 236
- ENG 265
- ENG 266
- ENG 267
- ~~ENG 328~~
- ENG 332 or ENG 426
- ENG 365

Take 1 linguistic elective

- ENG 241
- ENG 310 or ENG 410

Take 1 non-western literature elective

- ENG 206a01
- ENG 206a02
- ENG 206a03
- ENG 206a04
- ENG 255
- ENG 261
- ENG 266
- ENG 352
- ENG 374

Take two (6 credit hours) additional English electives at the 200-, 300-level, or 400-level

ENG 435 is recommended

Please consult with your academic advisor

Professional Education Requirements

- PSY 110
- PSY 215
- TCH 212
- TCH 216
- TCH 219
- SED 344
- STT 399a09 (12 credit hours)

Notes

- Required courses for licensure and accreditation (18 hours): ENG 194, ENG 243, ENG 246, ENG 283, ENG 296, and ENG 297. ENG 194, ENG 296 and ENG 297 must be completed with a grade of C or better; these courses include 35 clock-hours of state-mandated pre-student teaching Clinical Experiences.
- To graduate in this sequence, a student must take at least one course for graduate credit during their Junior or Senior year. Up to 12 hours of approved graduate courses may be taken that will count for both the undergraduate and graduate program. The student must consult with an advisor and the program coordinator prior to the start of each new course to ensure approval.

University-Wide Teacher Education Requirement

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3. Provide a description for the proposed program.

The AMD is designed for undergraduate teacher education students who, when they graduate with their undergraduate degree, will pursue employment as secondary ELA teachers.

Students admitted into the program may earn up to 12 graduate credits, which can also count toward their BA English Teacher Education degree requirements, in the following ways:

- With approval from English Education Graduate Program Coordinator, AMD students can enroll in ENG 435, a required core course of the MA/MS in English Education.
- To fulfill their BA English Teacher Education program, students can, with English Education graduate coordinator approval, take 400-level MA/MS elective courses.

Please also see the attached supporting document for further details.

4. Provide a rationale of proposed program.

The AMD option will provide students pursuing a BA in English Education the opportunity to accelerate their graduate studies.

In the field of English education, teachers advance their careers largely through graduate coursework. However, unlike other fields of study, it is actually to students disadvantage to complete a master's degree prior to initial employment as a full-time English language arts teacher. Limited funds increasingly incentivize moves by school districts to hire teachers with undergraduate degrees over those with master's degrees, because district pay schedules obligate them to pay those with master's degree more at the time of hire. For those BA English Teacher Education graduates seeking to pursue full-time employment as English teachers, 100% of program graduates obtain such a position within six months of graduation. Thus, it is to students' advantage to accelerate their time to degree but not complete their master's degree before obtaining full-time employment after graduating with their undergraduate degree.

The AMD program affords students another related set of advantages. Once hired by a school district, teachers automatically move up their district's pay scale as soon as they earn a master's degree. The incentive to finish the program as soon as possible after they are hired is great, but teachers' full-time obligations, often including coaching and extracurricular advising, limit the amount of time they have available to devote to graduate coursework. Therefore, MA/MS in English Education students will be working as employed secondary English language arts teachers while completing their Masters degrees as part-time graduate students. So, completing graduate coursework prior to undergraduate graduation through AEES coursework enables them to accelerate their time to degree after they obtain full-time employment and become graduate students.

These realities further strengthen students' readiness to design and conduct teacher action research, a cornerstone of the MA/MS in English Education program. Since 100% of BA in English Teacher Education graduates obtain full-time teaching positions within six months of graduation, this program requirement will not hinder students' forward progress. On the contrary, research in our field and accreditation standards attest to the importance of action research in strengthening teachers' ability to meet the diverse learning needs and strengths of all students in their classrooms and assume instructional leadership in their schools, districts, and fields. In fact, for this very reason the action research program cornerstone, we expect, will establish the program as a leader in our state, region, and field.

By extension, we expect the program will also strengthen recruiting efforts. The AMD option provides unique opportunities to target recruitment of diverse undergraduate teacher candidates who historically have been underrepresented in graduate work within the field of English education as well as those for whom the cost of graduate studies would prevent their enrollment.

Finally, as AMD students transition from undergraduate studies to full-time teaching and continued graduate study in the MA/MS program, their involvement in a sustained professional learning community, we believe, will address another well-established problem in K-12 education, which affects English education as well. Far too many early career teachers leave K-12 teaching, because they do not find sustained mentoring and professional communities that help them navigate the challenges of working within established systems of inequity to affect positive instructional change that promotes equitable teaching practice. Their involvement in the AMD as a bridge into the MA/MS degree program holds important promise in improving early career teacher retention rates, especially for those who choose to teach in under resourced or high-need schools. We expect researching this connection across time can further bolster the power of this program to support individual teachers and address this long-standing problem in our field.

5. Describe the expected effects of the proposed program on existing campus programs (if applicable).

We anticipate an increase in undergraduate enrollment, as this program will help us recruit strong undergraduate students, including especially those from historically underrepresented populations and for whom the cost of graduate studies would prevent their enrollment.

6. Provide a sample four-year plan of study that fulfills the following requirements: 120 hours, 42 senior college hours (200 and 300 level courses), and 39 General Education Program hours or 36 hours with exemption. If the program is a BS program, show the BS-SMT degree requirement. If the program is from CAS, show Foreign Language Requirement (LAN 111/LAN 112). Confirm General Education requirement exemptions on the General Education page of the current Academic Catalog. *4-year plans are not required for minor program proposals.*

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Sample AMD Plan of Study (for an undergraduate admitted to ISU as a freshman with 0 college credits)

Undergraduate Program (**Bold** courses designate core or elective AMD courses that also fulfill BA in English Teacher Education major requirements.)

First Year – Fall Semester (17 credit hours)

ENG 101 or COM 110 (General Education) (3)

ENG 100 (3)

ENG 102 (1)

LAN 111 (4)

General Education course (3)

PSY 110 (General Education) (3)

First Year – Spring Semester (16 credit hours)

LAN 112 (4)

ENG 101 or COM 110 (General Education) (3)

General Education course (3)

General Education course (3)

General Education course (3)

Second Year – Fall Semester (16 credit hours)

ENG 194 (3)

LAN 115 (4)

PSY 215 (3)

General Education course (3)

General Education course (3)

Second Year – Spring Semester (14 credit hours)

ENG 246 (3)

TCH 212 (2)

General Education course (3)

American or British Literature elective (3)

General Education course (3)

Third Year – Fall Semester (15 credit hours)

ENG 283 (3)

ENG 243 (3)

SED 344 (3)

TCH 216 (3)

400-level American, British, or Non-Western literature elective (3)

Third Year – Spring Semester (15 credit hours)

ENG 296 (3)

TCH 219 (3)

Senior-level major elective - ENG 435 recommended (3)

AMALI course or University-wide elective (3)

Linguistics elective - ENG 410 recommended (3)

Fourth Year – Fall Semester (15 credit hours)

ENG 297 (3)

Senior-level major elective (3)

ENG 300 (3)

ENG 375 (3)

Non-Western Literature elective (3)

Fourth Year – Spring Semester (12 credit hours)

STT 399A09 (12)

7. Describe the expected curricular changes required, including new courses. If proposals for new courses have also been submitted, please reference those related proposals here:

Of the five core MA/MS in English Education courses, AMD students can only take one, ENG 435, which was recently been approved through the University's curricular review process. (Other MA/MS in English Education core courses were also approved: ENG 436, 437, 438, and 439.)

8. Anticipated funding needs and source of funds.

Please see Financial Implication Form.

9. No Does this program count for teacher education?

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10. No Is this an Interdisciplinary Studies program?

11. The following questions must be answered.

Yes Have you confirmed that Milner Library has sufficient resources for the proposed program?

No Are more than 120 hours required to complete a degree with this major?

Yes Beyond General Education, does the major require more than 66 semester hours?

Rationale for mandating over 66 hours in the major. Required Hours Policy

To meet state requirements for licensure as well as to fulfill English major requirements, students complete 72 credit hours in this sequence. 46 credit hours are ENG courses. 26 credit hours are Professional Education requirements common to most secondary education programs.

No Does this sequence (if in a major) require more than 55 semester hours of courses in the major department/school?

No Does this program stipulate specific general education courses offered in the major department/school as a part of the major requirements only if such courses serve as prerequisites for other courses required by the major?

No Is the proposed program intended to be longer than four years (as indicated by the plan of study)?

N.A. Have letter(s) of concurrence from affected departments/schools been obtained?

A departments/school is affected if it has a program with significant overlap or if it teaches a required or elective course in the program.

12. Routing and action summary for New Program:

Accelerated English Education Sequence 11/15/2021

1. English Department Curriculum Committee Chair

Katherine Patterson (website)
Signature

Katherine Patterson
Print

4/9/2021 8:28:13 AM
Date

2. English Department Chair/School Director

Christopher De Santis (website)
Signature

Christopher De Santis
Print

4/9/2021 8:49:33 AM
Date

3. College of Arts & Science College Curriculum Committee Chair

Todd Stewart (website)
Signature

Todd Stewart
Print

5/5/2021 12:50:43 PM
Date

4. College of Arts & Science College Dean

Sally Parry (website)
Signature

Sally Parry
Print

5/5/2021 4:15:43 PM
Date

5. University Curriculum Committee Chair

Mary Califf (website)
Signature

Mary Califf
Print

11/11/2021 8:27:08 AM
Date

All new programs (majors, minors, sequences) are routed by the U.C.C. to the Academic Senate

Comments from Version 1 from Todd Stewart (College Curriculum Committee Chair):

Hi. I'm rejecting this proposal at the request of Sally Parry and the originator to allow changes in the system. Todd Stewart, Chair, CAS CC

Comments from Version 2 from Todd Stewart (College Curriculum Committee Chair):

Hi. We voted that this proposal should be revised and resubmitted. So, I'm hitting the reject button to allow changes in the system (We typically use the revise button in cases where much smaller changes are needed.) There are two issues that we identified.

(1) Please add an updated plan of study for the accelerated English education proposal at the start of the supporting document which reflects the most current version of proposed changes, and that makes appropriate reference to new courses. Also make sure that everything fits together properly in the new plan of study, e.g., that students will take ENG 437 in the correct semester--the summer, not the fall, etc. And, the plan of study should not include courses that do not yet exist. E.g., some of the 400-level courses included do not yet exist, and we don't see proposals for them in the system either. In these cases, it would be better to replace mention of a specific course like 410 with either "400-level elective in X (American Lit, say)" or "400-level American literature course."

(2) Also update the time to degree on p. 152 of the supporting document to reflect the revised plan of study correctly.

(3) We think that all of the associate course proposal materials should be deleted from the huge supporting document. These course proposals are already associated with this proposal in the system. Second, the versions of the course proposals included in the supporting document are a bit out of date, and don't align with the current course proposals in the system. So, we think it is easiest just to remove all this information.

(4) A minor correction. On p. 22 39909 should be 399A09.

If you have any questions about this, or any other ENG proposals, please feel free to contact Dimitrios Nikolaou and Jeffrey Wagman again. They are the sub-committee tasked with evaluating the ENG proposals.

Thanks, Todd Stewart, Chair, CAS CC

Comments from Version 3 from Todd Stewart (College Curriculum Committee Chair):

Hi. We voted to reject this proposal yesterday. After receiving the updated plan of study, we ended up discussing this proposal for almost our entire meeting. We've concluded that we think that there is a serious issue with the Accelerated Eng Ed sequence proposal, one we're not sure can be resolved.

The basic problem is that this doesn't seem to fit the definition of an accelerated MA/MS at ISU. Accelerated MA/MS programs are meant to be 4+1 programs, where students are full-time throughout. This seems closer to a 3+2, but with part-time grad level work. And this issue also connects to other things that are problematic. E.g., the program is intended for working teachers. But students have to apply for the program in their 3rd year, before it is known whether they will in fact have a job at the end of their 4th year. It also seems unlikely that many teachers starting their first year of work will be ready to immediately start an MA/MS on top of a new fulltime job.

But, overall, the biggest concern we have is that this just doesn't fit the 4+1 model intended for accelerated MA/MS programs, and this seems like a pretty big issue to us. This problem only became clear to us after reflecting on the emerging shape of the propose program, especially in light of the new plan of study.

If you'd like to discuss this with us, we'd be happy to do so. One or more of the originators would be welcome to attend one of the CAS CC meetings this semester, although if you would like to meet with us, we should try to schedule a date.

Thanks, Todd Stewart, Chair, CAS CC

Comments from Version 4 from Todd Stewart (College Curriculum Committee Chair):

Hi. We voted to approve this proposal pending one addition. So, while I'm hitting the revise button now to allow changes in the system, I am empowered to approve a suitably updated proposal without seeking another vote.

One of the concerns the CCC has is about students who might not be active teachers for some reason but who were admitted to the AMD program. Danielle Lillge came to one of our recent meetings and we discussed this issue. Danielle explained that there are several mechanisms that could be used if this presumably rare case emerges, e.g., maybe the student is a substitute teacher, or classroom time could be arranged for them with some help from ENG, etc. We think it would be very helpful to have a sketch of these alternative mechanisms for students in the program who do not count as traditional "active" teachers and included as a supporting document. So, this is the one addition we are requesting.

Note that the system only allow for one supporting document, so you will need to merge this new discussion together with the existing supporting document before uploading it.

Thanks, Todd Stewart, Chair, CAS CC

Comments from Version 5 from Ian Gawron (Curriculum Committee Secretary):

Please list specific course requirements in the catalog copy section of the proposal (section 2). Similar to how the English Teacher Education program lists specific courses (found here: <https://illinoisstate.edu/catalog/undergraduate/english/teacher-education-course-requirements/>). Oftentimes, accelerated programs list which graduate courses would count for an elective and/or required course. I would recommend copy/pasting the English Teacher Education program requirements, and swapping out where graduate courses could fulfill a requirement. Please email curriculumforms@ilstu.edu if you have any questions.

