

New Graduate Program (Majors, Sequences, Certificates) Proposal
Illinois State University - Graduate Curriculum Committee

Program Department School of Teaching and Learning

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Title of New Program Bilingual/ESL Sequence M.S. in Teaching and Learning

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Version 3 **ID** 111

Proposed Starting Catalog Year 2021-2022

1. Proposed Action

New Major

✓ New Sequence

New Certificate

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

Sequence Major

Bilingual/ESL Education

2. Provide Graduate Catalog copy for new program.

Bilingual/ESL Sequence Requirements

This 30-hour degree sequence is designed for current educators that want to deepen their understanding of education and their practice in teaching bilingual and/or ESL students. Program completion would complete the coursework needed for the Bilingual or ESL endorsement for the Illinois State Board of Education.

This 30-hour degree program requires:

- 18 hours: TCH 409, 419, 420, 424, 498AXX, and ENG 341 (ESL) or TCH 427 (Bilingual)

- 3 hours: Elective (preferably from TCH)

- 9 hours of research experience: EAF 410 and either TCH 481 and TCH 482 or 6 hours TCH 499 (Thesis)

3. Provide a description for the proposed program.

This sequence of courses includes the 18 hours of coursework required by ISBE for the ESL or Bilingual endorsements. In addition, students would take one elective and then finish the program by completing an introduction to research methods courses and a year-long action research project or thesis. This sequence would provide the needed coursework for either the ESL or Bilingual endorsement and the M.S. in Teaching and Learning. Students will need to also complete a state test to earn the endorsement with ISBE, but not for program completion.

Editor's Note (9/2/2020): TCH 481 prerequisites changed by editorial request - approved.

4. Provide a rationale of proposed program.

There is a great need for PK-12 teachers with ESL or Bilingual certification. This program would provide an opportunity for practicing teachers to earn the endorsement at the graduate level while also earning a Master's Degree in Teaching and Learning.

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

The expected effects are minimal on existing campus programs. We might see some students that would have selected the Teaching and Learning sequence to choose this sequence instead so there may be some shifting within programs. This sequence will mainly be a face-to-face program, so it will only benefit local teachers. However, we believe that the main use of this sequence will be through contract courses with districts. We envision this sequence being attractive to school districts that will contract with us to offer this program to teachers in their school district.

6. Describe the expected curricular changes required, including new courses. If proposals for new courses that will be or have been submitted, please reference those related proposals here:

There are several courses that have recently been through the curriculum process that have been renumbered and removed from cross-listed undergraduate courses: TCH 319 became TCH 419; TCH 320 became TCH 420; TCH 321 became TCH 424. One new course was created TCH 427 and a new professional practice TCH 498AXX will be proposed. Some of the courses will initially be co-listed with undergraduate courses, until a time in which there are enough students to fill the graduate courses on their own.

7. Anticipated funding needs and source of funds.

The financial implications form was signed by the Provost on 7/26/19. The majority of the courses in the sequence will be either co-listed with existing undergraduate courses or students will be in existing courses with students from other sequences, so there will not be additional funding needs. The greatest use of these courses will be a contract courses with school districts, in which the courses will pay for themselves.

8. Yes Does this program count for teacher education?

The connection between this program and Realizing the Democratic Ideal can be found in the opening line of RDI. "Illinois State University has a historic and enduring commitment to prepare teachers and other school personnel who will be responsive to the ethical and intellectual demands of a democratic society". Teaching educators how to teach English learners and bilingual students is the foundation of this sequence and is one way in which ISU can be responsive to the ethical and intellectual demands of a society in which not all students are native English speakers. The values that are found throughout RDI are woven throughout the coursework in this sequence.

9. The following questions must be answered.

No Have you confirmed that Milner Library has sufficient resources for the proposed program?

Explain why Milner Library has not been contacted.

All but one of the classes in this sequence already existed and the new class that was created has an undergraduate course equivalent. So, the content of this sequence is already being supported by Milner Library.

Yes 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.

