

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

Program Department School of Teaching and Learning

Submission Date November 20, 2014

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Version 4

Title of New Program Minor in Bilingual Education

Proposed Starting Catalog Year 2016-2017

Associated Course Proposal(s):

New Course proposal TCH 272 titled *Biliteracy Development in K-12 Classrooms*

1. Proposed Action

New Major

✓ New Minor

New Sequence

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

No Is this program an Integrated Bachelors/Masters degree program?

2. Provide Undergraduate Catalog copy for new program.

MINOR IN BILINGUAL EDUCATION

Endorsement in Bilingual Education For All Teacher Education Majors

Students may complete course work leading to the 18- hour bilingual endorsement. This endorsement is in addition to the student's initial area of endorsement (early childhood, elementary education, middle level education, etc.) and can be focused on the target language of the student's choice.

To meet state requirements, students must fulfill 18 hours coursework in categories designated by the State of Illinois as well as pass the State of Illinois Target Language Test. Students should see an advisor to plan this coursework. These courses include: TCH 110, 272, 319, 320, 321, and TCH 294 or 260 or 396 (Note: MLE candidates will take 232 in place of 272).

3. Provide a description for the proposed program.

The Bilingual Endorsement Minor provides teacher education candidates with the opportunity to pursue the state of Illinois Bilingual Endorsement in all licensure grade span programs to obtain a bilingual endorsement in the target language of their choice.

4. Provide a rationale of proposed program.

The Bilingual Endorsement Minor will provide a way for teacher education candidates in all licensure grade spans to obtain a bilingual endorsement in the target language of their choice.

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

The creation of this minor will make the completion of this endorsement/minor accessible for majors beyond elementary education and target language candidates beyond Spanish only.

6. Provide a sample four year plan of study demonstrating that a student could realistically complete the program requirements in a specific number of semesters.

Since this is a minor that could be part of an Elementary Education, Middle Level, Early Childhood, or Special Education Program, a specific 4 year plan of study is not applicable. The required coursework for successful completion of the minor and Illinois State Board of Education endorsement is:

TCH 319 Study of Bilingual/Bicultural Education
TCH 320 Assessment of Bilingual Learners and Bilingual Program Design
TCH 321 Bilingual/Bicultural Methods and Materials
TCH 272 Biliteracy Development in K-12 Classrooms
TCH 110 Cross Cultural Teaching & Learning
TCH 232 Urban Education: An Introduction (MLE Majors only)
TCH 294 OR TCH 260 OR TCH396 or ST Internship requirement in Bilingual/Bicultural Education
See the attached course description in the support documentation for more detail.

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:

There is only one new course included in this proposed minor, TCH 272 Biliteracy Development in K-12 Classrooms, which is currently in the curriculum review process.

8. Anticipated funding needs and source of funds.

See the attached approved financial implications form in the supporting documentation.

9. Yes Does this program count for teacher education?

This minor provides a bilingual endorsement option to all education majors in all target language areas and supports the Realizing the Democratic Ideal by preparing and endorsing more future teachers to meet the needs of bilingual learners and families across the PK-12 spectrum.

10. No Is this an Interdisciplinary Studies program?

11. The following questions must be answered.

Yes Does this minor, including all required prerequisite hours, include 18-36 hours?

No Does this minor include more than 25 hours from any major department/school?

No Does this minor require more than 9 hours from major program 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: [Proposal Routing](#)

1. School of Teaching and Learning Department Curriculum Committee Chair

<i>Ellis Hurd (website)</i>	Ellis Hurd	11/20/2014 1:31:12 PM
Signature	Print	Date

2. School of Teaching and Learning Department Chair/School Director

<i>Anthony Lorsbach (website)</i>	Anthony Lorsbach	11/20/2014 1:42:14 PM
Signature	Print	Date

3. College of Education College Curriculum Committee Chair

<i>Shaqwana Freeman-Green (web)</i>	Shaqwana Freeman-Green	12/11/2014 4:20:41 PM
Signature	Print	Date

4. College of Education College Dean

Perry Schoon (website)
Signature

Perry Schoon
Print

1/26/2015 9:08:30 PM
Date

5. Council for Teacher Education Chair

Perry Schoon (website)
Signature

Perry Schoon
Print

4/22/2015 11:55:21 AM
Date

6. University Curriculum Committee Chair

Mark Temple (website)
Signature

Mark Temple
Print

10/8/2015 1:01:10 PM
Date

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

Bilingual Education Endorsement Courses
18 hrs - 100 hour practicum – Target Language Test
(11/8/14)

ISBE Requirement.	Course Number	Title	Description
Foundations of Bilingual Education	TCH 319	Study of Bilingual/Bicultural Education	Theory, research, and practice in bilingual/bicultural education.
Assessment of Bilingual Student	TCH 320	Assessment of Bilingual Learners and Bilingual Program Design	This course focuses on the assessment of bilingual learners with an emphasis on alternative assessments. It also provides participants with a foundation in the study and development of language programs for bilingual students.
Methods and Materials for Teaching Limited-English-Proficient Students in Bilingual Programs	TCH 321 And TCH 272 Or TCH 207 for MLE Majors Only)	Methods and Materials for Bilingual and English Language Learners Biliteracy development in K-12 classrooms Literacy Instruction in Culturally and Linguistically Diverse Middle Level Classrooms	Survey of methods and development of materials for teaching in bilingual/bicultural contexts. This course is designed to offer a foundational knowledge of biliteracy development for teachers working in diverse school environments in order to support culturally and linguistically diverse learners in K-12 classrooms. This course prepares teacher candidates to understand and build on the culturally and historically grounded knowledge that students from historically marginalized communities bring into classroom settings in order to support their development and academic achievement. Providing candidates with the knowledge, skills, attitudes, competencies, and resources necessary to meet culturally and linguistically diverse students' strengths and needs in the classroom is central to Realizing the Democratic Ideal. The course focuses on key principles, models of instruction and assessment, and effective strategies for teaching culturally and linguistically diverse learners, with an emphasis on English Learners. Special attention will be devoted to literacy across the content areas.
Cross-Cultural Studies for Teaching Limited-English-Proficient Students	TCH 110 Or TCH 111 (Early Childhood Majors only) Or TCH 409 (Graduate Level)	Cross Cultural Teaching & Learning Teaching Diverse Student Populations: Birth – 8 years Student Diversity and Educational Practices	This course reviews many of the social and cultural factors that affect learning and teaching. It introduces students to the field multicultural education and to the application of cultural information to curriculum development and classroom practice. Exploring the theories and processes for understanding and working with culturally diverse groups in education settings and implications for programming at the birth through eight-year-old level. Examination of the student diversities found in classrooms and the impact of diverse learners on curricular and instructional practices.
Methods and Materials for Teaching English as a	TCH 321	Methods and Materials for Bilingual and English Language	Survey of methods and development of materials for teaching in bilingual/bicultural contexts.

Second Language	And TCH 272	Learners Biliteracy development in K-12 classrooms	This course is designed to offer a foundational knowledge of biliteracy development for teachers working in diverse school environments in order to support culturally and linguistically diverse learners in K-12 classrooms.
Internship in Bilingual	TCH 294 or TCH 260 or TCH 396 Or ST	Internship in Bilingual/Bicultural Education	Internship in a bilingual education program.
Additional Required Course for MLE Majors only	TCH 232	Urban Education: An Introduction	Strategies for educating urban students

November 2014