

**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: English

Contact person: English Education Caucus: Sarah Hochstetler, Maggie Morris Davis, Danielle Lillge

Date: February 5, 2020, revised December 18, 2020

Proposed new program: English Education, MA/MS

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

BRIEF DESCRIPTION OF THE PROPOSED PROGRAM

This request seeks to establish a new English Education, MA/MS degree program within the Department of English at Illinois State. This program is a unique, data-driven response to national, regional, and state needs and, because of this program's research-based design and unique emphasis on socially just teaching and learning, is positioned to become a leader in the field regionally and even nationally.

Our proposed English Education, MA/MS is designed for state certified secondary English language arts (ELA) teachers who are teaching full or part-time and who wish to deepen their knowledge of socially just ELA content, pedagogy, and research. Program students, who we refer to as teacher scholars, will design and conduct research in their own secondary ELA classrooms. By sharing the findings of their research with professional audiences, they will be able to improve the effectiveness of their socially just ELA instruction and advocate for the needs of diverse learners. These skills will equip program graduates with critical tools to become reflective instructional leaders in their classrooms, departments, schools, and state.

Innovative program design features—socially just ELA instruction, teacher action research, and a summer residency model—are grounded in and emerge from current research in English teacher education.

- Socially just English language arts (ELA) instruction focuses on teachers' ability to open opportunities for *all* students' literacy learning, especially as they work within systems of inequity that have historically marginalized students from minoritized racial, ethnic, economic, religious,

sexual, gender, and other identifications.¹ Research affirms the need to center socially just ELA instruction and study in teachers' ongoing professional learning across time, diverse teaching contexts, power dynamics, and social interactions² and documents how, even when teachers are committed to enacting socially just ELA instruction, they face challenges in doing so as they work within complex school systems.³ Graduate study can effectively support their context-specific negotiation of these challenges, especially as teacher scholars work to deepen their understanding of the social, economic, and cultural factors that both undermine and support families in high poverty communities.⁴

- Teacher action research, central to core courses in this program, is key to studying one's own practice in ways that inform future action in support of diverse student learning. Teacher action research methods have a unique history in English education, which benefits teacher scholars in their ability to advocate for the results of their research in local, regional, and statewide conversations.⁵
- Teacher scholars' instruction benefits from opportunities to learn in community with other secondary ELA teachers, and this community can play an important role in retaining teachers in the profession.⁶ This program centers community building work through its summer residency retreat model.

Lastly, this program is a direct response to national, regional, and state needs within our field. In the public sphere and in academic conversations the national teacher shortage has become a common, constant refrain. Illinois schools illustrate these trends, with high need schools in urban and rural areas demonstrating the greatest need.⁷ Also of concern is the lack of diversity in the teaching pool, a direct contrast to the growing diversity in student populations across the state.⁸ The undergraduate English Teacher Education program at ISU, as a program centered on socially just teaching and learning, remains committed to addressing these concerns as we seek to meet growing teacher shortages within the state's highest need schools. Nationally, in the last five academic years there has been a decrease in graduates from English/ELA teacher preparation programs.⁹ We have, however, in the last five years seen a 26 percent increase in program enrollment. While our undergraduate program is strong and growing, this proposed program will allow greater opportunity to more specifically respond to needs within Illinois schools. A major factor contributing to the teacher shortage is teacher retention. Research shows that more early career teachers remain in the profession when they teach within a supportive professional community.¹⁰ Our own graduates routinely remark that a barrier to staying in the profession and thriving in the classroom is the sharp division between their early and often isolating first years of teaching and their time in our program at ISU in a collaborative and supportive cohort and learning community. ISU English Education undergraduate students make up nearly forty percent of undergraduates in the Department of English. For years English Ed alum have reached out to program faculty and staff to inquire

¹ Moje, E. B. (2007). Developing socially just subject-matter instruction: A review of the literature on disciplinary literacy teaching. *Review of Research in Education*, 31, 1-44.

² Rex, L., & Schiller, L. (2009). *Using Discourse Analysis to Improve Classroom Interaction*. New York, NY: Routledge.

³ Um, S. J. (2019). Politics of hybridity: Teaching for social justice in an era of standards-based reform. *Teaching and Teacher Education*, 81, 74-83.

Williamson, T. (2017). Listening to many voices: Enacting social justice literacy curriculum. *Teaching and Teacher Education*, 61, 104-114.

⁴ Lazar, A. (2013). Degrees toward social justice teaching: Examining the dispositions of three urban early-career teachers. *Urban Review*, 45, 701-727.

⁵ Cochran-Smith, M., & Lytle, S. L. (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25. <https://doi.org/10.3102/0013189X028007015>

⁶ Cochran-Smith, M., & Lytle, S. L. (1999). Chapter 8: Relationships of Knowledge and Practice: Teacher Learning in Communities. *Review of Research in Education*, 24(1), 249-305. <https://doi.org/10.3102/0091732X024001249>

Sleeter, C. E. (2019). Considering core assumptions about what it means to teach. *Teachers College Record*, 121(6), 1-4.

Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for attracting and retaining educators: What does the evidence say? *Education Policy Analysis Archives*, 27(38). <http://dx.doi.org/10.14507/epaa.27.3722>

⁷ ISBE. "Educator Supply and Demand in Illinois" (2018); ISBE, "Teach Illinois Report" (2018)

⁸ ISBE. "Teach Illinois Report" (2018)

⁹ American Association for Employment in Education (AAEE) Supply and Demand Report 2018-2019 (p 29)

¹⁰ American Association for Employment in Education (AAEE) Supply and Demand Report 2018-2019 (p 10)

about graduate study within the Department of English. Yet, a 2019 alumni survey indicates that 88% of program alum have pursued a non-ISU graduate degree. The inaccessibility of the current Master's program for full-time practicing English language arts teachers as well as the lack of courses specific to the study of English Education within existing Department of English graduate coursework have caused alum to go elsewhere for graduate work. Nevertheless, 61% of alum desire graduate coursework in English Education, even if they already have or are in the process of completing a graduate degree, and 54% of these alum are in the first fifteen years of their teaching career. This non-traditional program is designed with these non-traditional graduate students in mind and builds on the reputation of our undergraduate teacher preparation program as the premiere leader in Illinois ELA teacher preparation.

This request is accompanied by a full proposal where additional details are presented. The proposal was subsequently amended by the department to include an MA option.

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	5th Year (or when fully implemented)
Number of Program Majors/Minors (Fall Headcount)	10 (part-time* MS/MA students)	30 (part-time MS/MA students)
Annual Full-time-Equivalent Majors/Minors (Fiscal Year)	5	15
Annual Number of Degrees Awarded	0	10

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

Teacher scholars will be able to determine a timeline for working toward degree completion that best fits with their teaching obligations and professional goals. We anticipate that most teacher scholars will complete the program in 2-3 academic years. (Please see pages 147 and 152 within the full proposal).

*As English Education, MA/MS teacher scholars will be working full time in secondary schools, they will likely take 1-2 graduate courses each fall and spring as well as 2 graduate courses in the summer. They will, then, be considered by the Graduate School as part-time students. Furthermore, because of the

program's rolling admission structure, we anticipate admitting 9-10 English Education, MA/MS students each academic year depending on program capacity for mentoring and supporting student research.

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 (contractual, commodities, equipment, etc.) 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]**

In conversations with Office of the Provost leadership, we learned that the English Education, MA/MS degree program is a prime candidate for the University's Full-Cost Recovery funding model. Especially during the program's inception and early years, using Full-Cost Recovery to fund program courses would mean that the program would require no additional resources to run coursework.

This program, under the Full-Cost Recovery funding model, therefore, would be revenue generating for the department. Revenue generated would need to support the program's Summer Residency Retreat, an extended weekend in June when teacher scholars and program faculty and staff gather to learn in community and launch summer online coursework. Expenses include facility rental, food, and speaker fees for guest scholars. Additional revenue generated would support teacher scholars and faculty co-presenting at conferences, a requirement of the program.

The degree program would not take resources away from existing Department of English graduate programs. Moreover, teacher scholars, because they will be employed as teachers in secondary schools, will not be candidates for graduate teaching assistantships.

Flexibility in offering program courses using the Full-Cost Recovery funding model (or not) means that over time, the program and department can continue to assess and reevaluate how best to fund and offer coursework for program students, or teacher scholars.

- b. What impact will the new program have on faculty assignments in the department? Will current faculty be adequate to provide instruction for the new program?

Will additional faculty need to be hired, either for the proposed program or for courses faculty of the new program would otherwise have taught? If yes, please indicate whether new faculty members will be full-time or part-time faculty, tenure track or non-tenure track faculty.

[Table 2 – Section 2]

For core courses within this program, the Department of English and the program applies for Full-Cost Recovery funding. The proposal includes the cost to hire an NTT to fill the teaching of the course that the designated English Education faculty member would otherwise teach as a part of their regular teaching load. The application process enables the department and program to estimate the number of students needed to fully fund the course. (Please see attached FCR worksheets.)

While current faculty and staff are wholly committed to this program, it will require extensive summer teaching and graduate mentorship for all. English Education majors make up nearly 40% of

undergraduates in our department, while our two English Education faculty members represent 6% of current department tenure-line positions. We are quickly nearing full capacity and have already submitted a departmental proposal for a tenure-line hire to help the program meet the needs of staffing full capacity offerings of our current undergraduate English Education coursework. For this graduate program to be sustainable, there will need to be a tenure-line hire within the near future. This proposed program, however, has the opportunity to make the English Education program at Illinois State more attractive to a new faculty member who is committed to the work of socially just teaching and learning and desires opportunities to teach within an innovative and researched-based graduate English Education program.

- 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]*

Because this is a nontraditional program for nontraditional students, we also see the need for a different model for coordinating the program, advising graduate students, and facilitating graduate mentorship. We are aware that adding this program to the duties of the Director of Graduate Studies in the Department of English would be a significant increase in the workload of that position, an increase that would exceed the current expectations of the position. For this reason, the duties and responsibilities of coordinating the program will be rotated among tenure-line English Education faculty members as a significant service load. Duties of the Program Coordinator include: assessing and identifying program course needs; advocating for and soliciting interest in teaching courses; liaising with program, department, college, university, and other stakeholders; recruiting students; coordinating recruitment, admissions, advising/mentoring, and retention efforts; serving on the department Graduate Committee; co-advising admitted AMD students; identifying and organizing professional learning opportunities related to program commitments to socially just ELA instruction (including the summer retreat); maintaining relationships with program alum; soliciting annual anonymous feedback from students, faculty, and others who engage with the program; identifying and leading any necessary program changes. Faculty members in the program will also share the work of advising and mentoring graduate students. This approach is aligned with guidelines from the International Literacy Association (ILA) and the National Council of Teachers of English (NCTE), Conference on College Composition and Communication (CCCC), and the National Academic Advising Association (NACADA), which suggest that mentoring work be collaborative and differentiated.

- 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]*

As this is a non-traditional program for non-traditional students, the majority of the coursework will be taught online. Summer coursework will begin at an extended weekend, face-to-face summer residency and finish in an online format. There will not be a need for additional classroom space or building space during the academic year. There will, however, need to be office space for the requested new hire. There is currently available office space within the Department of English.

- e. Are library resources adequate to support the program when fully implemented? Please elaborate.

Yes, Milner Library’s current resources, including the resources of the Teaching Materials Center, online databases, and print materials, meet the needs of this program.

- f. Are there any additional costs not addressed in items a. – d.? If “yes” please explain.

[Table 2 – Section 4]

N/A

- g. Are any sources of funding temporary (e.g., grant funding)? If so, how will the program be sustained once these funds are exhausted?

N/A

- h. If this is a graduate program, discuss the intended use of graduate assistantships and where the funding for assistantships would come from.

N/A

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	#	#
Faculty Advanced Assistant Professor of English Education*	\$	\$0	\$7,222.22 per month (9 months)
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)			
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
•	\$	\$	\$
Total	\$	\$	\$

*Currently in the Department of English's three-year hiring plan, our proposal for a tenure-track hire in English Education is ranked 5th. Within this proposal we outline three rationales for this requested hire: undergraduate program enrollments nearing capacity, our work to revise program clinical experiences into research-based models, and our desire to respond to a demonstrated need for graduate-level work for Illinois ELA teachers.

Routing and action summary – in sequential order:

1. Christopher De Santis, On behalf of Dept. Council 12-21-2020
Department/School Curriculum Committee Chair Date Approved
2. Christopher De Santis 12-21-2020
Department Chairperson/School Director Date Approved
3. Diane Zosky 12/21/2020
College Dean Date Approved
4. [Signature] 1/22/2021
Provost Date Approved
5. Todd M. Stewart 1/23/21
College Curriculum Committee Chairperson Date Approved
6. _____
Teacher Education Council Chair Date Approved
7. _____
University Curriculum Committee Chairperson Date Approved

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