

Office of the President, CSU, Chico



Executive Memorandum 15-007

June 11, 2015

From: Paul J. Zingg, President

Subject: Approval to Relocate the Teaching of International Languages Program from the College of Education and Communication to the College of Humanities and Fine Arts

Upon the recommendation of the Academic Senate and with the concurrence of the Interim Provost, I approve the relocation of the Teaching of International Languages Program from the College of Communication and Education to the College of Humanities and Fine Arts. This change is effective fall of 2015.

TO: School of Education Faculty

**FROM: Angela Trethewey
Dean, CME**

**RE: Seeking Consultation on Proposed Relocation of the Teaching
International Languages (TIL) Program from CME to HFA**

DATE: February 16, 2015

Early in my tenure as Dean of the College of Communication and Education (CME) I was approached by Dr. Hilda Hernandez, the lead and indeed only full-time, tenure-track faculty member in the MA in Teaching International Languages and Graduate TESOL Certificate programs, who was interested in relocating the TIL program from CME to HFA. Indeed, Dr. Hernandez had been exploring such a move for quite some time before my arrival.

In our first meeting in March of 2014, Dr. Hernandez laid out several compelling reasons for moving the program from CME to HFA, including the following:

1. From Dr. Hernandez's perspective, the TIL program has not been a good fit in the School of Education since it was moved there from International Studies in 2009 for several reasons.
 - a. Unlike every other program in the SOE, the vast majority of students in the TIL program do not fit the California credential profile that characterizes the other programs in the SOE.
 - b. TIL is not accredited by NCATE while all other programs in the SOE are both NCATE accredited, and all but the MA in Education are CTC accredited.
 - c. Dr. Hernandez indicated that very few TIL students would qualify for certification by those accrediting bodies and that the program had no intention of changing the curriculum to meet that goal because certifying K-12 teachers is simply not the goal of the TIL program.
2. Dr. Hernandez indicated that relocation is essential for the TIL program to grow and thrive in the future.
 - a. Most TIL students do not intend to pursue careers in traditional K-12 and thus do not have a need for traditional teacher certification.
 - b. However, TIL graduates do pursue and succeed in obtaining teaching opportunities for adult learners in a variety of international contexts and across a range of linguistic communities.
 - c. Dr. Hernandez believes that HFA, with its faculty in English, Linguistics, and International Languages, Literatures and Cultures is an appropriate fit for the program and offers students even greater linguistic resources than are currently available in SOE.

At the end of that conversation and at Dr. Hernandez's behest, I agreed to reach out to Dean Robert Knight in the College of Humanities and Fine Arts (HFA) to initiate a conversation about the potential interest in, feasibility of, and potential benefits to students related to relocating TIL from CME to HFA.

Dean Knight subsequently brought the possibility forward to faculty in his college and students currently enrolled in the TIL program who would be potentially impacted by a proposed relocation, and they responded very positively to the proposed move and have made suggestions to enhance the program to make it even more responsive to student need (see Appendix A). Dean Knight has indicated that he would be willing to support the program going forward. Given our limited resources, my commitment to new faculty lines going forward will be in areas of greatest need in our accredited programs.

The urgency and immediacy of the need to consider how to best serve students in the TIL program over the long-term has been intensified recently as Dr. Hernandez is currently on leave. In her stead, Dr. Summers, with the support of SOE faculty, have stepped up to ensure that students continue to be served and all aspects of the program are being addressed.

Specifically, per Dr. Hernandez's instruction, Dagmar Waters and Julia Coolidge are advising students and receiving workload to do so. All appropriate contact information changes have been made on the program website. Lynn Maurer, School of Education staff member in charge of support for our advanced programs, is supporting clerical processes. Dr. Summers is assisting with admission processes and responding to any additional questions and concerns, and has already secured committees for students who will be completing theses, projects, and comprehensive exams.

While these temporary measures do ensure that current TIL students can complete their programs, my long-term investment is in ensuring that those students will have access to the most appropriate resources on campus to move them toward their career goals. Relocating the TIL program to HFA, in my view, provides that opportunity.

I welcome your feedback as we move this proposal for relocating the TIL program through the appropriate consultative process.

March 12, 2015

TO: Angela Trethewey, Dean, CME
FROM: Hilda Hernández, TIL Graduate Coordinator
RE: Proposed Move to HFA

I've read your February 16 memo to School of Education faculty, and welcome this opportunity to support the proposed move of the MA in Teaching International Languages (TIL), Graduate TESOL Certificate, and Peace Corps Master's International: TESOL programs from the School of Education within the College of Communication and Education (CME) to the College of Humanities and Fine Arts (HFA), more specifically, English and International Languages, Literatures and Cultures. As TIL Graduate Coordinator since its inception, my position has been with the degree program for more than twenty years, and I'm well aware of the program's history and current status.

Background Information

The MA in Teaching International Languages was created in the mid-1990s after Education and CME eliminated the advising pattern in Foreign/Second Language Education within the MA in Education. This disenfranchised students and faculty, and provided the impetus for creating TIL under International Programs as an interdisciplinary degree. Approval of a new, stand-alone degree demanded that the TIL program distinguish itself as separate from what existed in Education. By design, our program is unique within the state and probably the nation. The program was well supported and nurtured in this interdisciplinary, international environment. The Graduate TESOL Certificate program was subsequently developed to meet the needs of language teachers within the program's TESOL and Foreign Language patterns. It now serves almost all of our graduate students. The Peace Corps Master's International: TESOL will see its first graduates this year.

When the dissolution of Graduate, International and Sponsored Programs (GISP) began in Spring 2009, TIL was relocated by administrative fiat. The decision to move TIL to the Department of Education was made before programs within International Programs were notified that the unit would be eliminated and discussions had taken place. The program was thus separated from the other interdisciplinary, international programs later moved to ILLC.

Relocation to HFA

Within the context of reorganization, the former dean of HFA (Dr. Joel Zimbelman) approached the then-interim Dean of CME (Dr. Maggie Payne) regarding relocation of the degree program to HFA. Dr. Debbie Summers and I met with them in mid-October 2011, and I was asked to prepare a report on the program, which I did. Despite changes in administration within both colleges, discussions of relocation continued periodically, and in Fall 2013, I was asked to provide updated program information. Most recently, the current deans engaged in

multiple conversations, consulted with faculty and students, and reached an agreement approved verbally by the previous provost.

Current Status

There are substantive differences in the vision embodied within the SOE and the MA in TIL. This reflects the fact that TIL was created as a stand-alone degree within International Programs, not Education. The program and its faculty are not part of NCATE and CTC reviews, as our student population is demographically, academically, and professionally different from other programs within the SOE. Teachers with California credentials constitute less than 10% of our current student population, and the instructional contexts addressed extend beyond K-12 schools. The assessment of dispositions and lack of teachers in local K-12 schools were factors in Dean Payne's decision to remove the programs from the NCATE process.

Unlike credential-based programs within the School of Education, we serve a broad range of language teachers, who teach and have taught in other states (e.g., Maryland, Louisiana) and countries (e.g., Brazil, China, Japan, Kazakhstan, Kuwait, Morocco, Russia, Saudi Arabia, Sierra Leone, Thailand and the Ukraine). We also serve a significant number of community college instructors and adult education professionals. Some of our students have teaching experience in elementary and secondary schools, community colleges, universities and language institutes; others enter the program with no prior teaching experience.

Very few TIL students fit the traditional K-12 credential profile that characterizes programs in the School of Education. Our international students come from many countries, including China, Kazakhstan, Kuwait, and Saudi Arabia. We serve immigrant students (e.g., Germany, Mexico, Morocco, and the Ukraine), and linguistic/ethnic minority students (e.g., Mexican American, African American, Hmong, and Pacific Islander). Program graduates teach and serve in leadership positions in countries such as Argentina, Armenia, China, Costa Rica, Japan, Korea, Russia, Saudi Arabia, and Taiwan. We have an excellent track record as a pre-doctoral program whose students pursue doctorates in a wide variety of languages and disciplines. Many, if not most, choose doctoral programs that are not in Education.

HFA

The involvement of faculty and programs in English and International Languages, Literatures and Cultures (ILLC) has been long and significant. The partnership has included course offerings, advising, and professional preparation for TIL students as tutors, teaching assistants, and instructors. Our students and graduates are teaching associates and instructors in these departments. Students in the TESOL pattern often complete a minor in Linguistics or certification in Teaching College-level Writing (English) concurrently. Faculty chair and serve on many graduate advisory committees, and involve TIL graduate students in their research. Graduate advisory committees for theses and projects have been interdisciplinary or comprised entirely of faculty within HFA or Education. For example, Julie White, recipient of the 2013 Outstanding Project award, had an interdisciplinary graduate advisory committee with Dr. Patricia Black (ILLC) as a committee member and me as chair. All comprehensive exam committees are interdisciplinary.

HFA has made a very positive and definitive commitment to support TIL and its related programs. In Spring 2014, an HFA ad hoc committee offered recommendations for a successful transition of the programs to the college.

Conclusion

A tripartite structure served us well for many years, and Education has had a major role in the program's success. TIL fit perfectly within GISP, the interdisciplinary, international unit in which it was created. For a number of reasons, the fit within the SOE has not been as good. Our goals have become more divergent over time: TIL has evolved to serve a diverse population of language teachers at all levels but very few K-12 teachers within the service area, while Education's mission embraces the region's K-12 educators, first and foremost. We offer no credentials and do not intend to change the curriculum to comply with CTC requirements. My colleagues and I feel that very few of our students would qualify for certification, and the required changes in curriculum would not serve our population as a whole. Given current realities, if the program is to be sustained and allowed to grow and thrive in the future, it needs to be moved to HFA.

Date: 3/23/15

To: Dean Angela Trethewey, College of Communication and Education
Fr: Dean Robert Knight, College of Humanities and Fine Arts
Re: Statement of Support for the MA-TIL program

As the campus considers whether to move the MA-TIL program from CME to HFA, it is important to recognize that there will be budgetary responsibilities and workload responsibilities associated with the program. These include and are not limited to program advising, thesis or project advising, teaching of courses, and time associated with working with Frank Li's office to recruit and retain international students.

-Program Advising – The department of International Languages, Literatures, and Cultures, where the MA_TIL is proposed to be housed should the transfer occur, has hired two new faculty this year, one of which, Dr. Hannah Burdette, will be the primary program advisor for the MA-TIL. Dr. Burdette has a Ph.D. in Hispanic Languages and Literatures with certificates in Cultural Studies and Latin American Studies. Dr. Burdette will be joined by experienced program advisors in both ILLC and English to work with the students in the program as she transitions to Chico State.

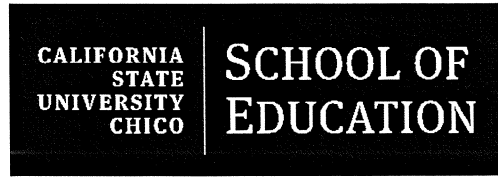
-Thesis or Project Advising – This can potentially be a heavy workload issue for this large graduate program. That said, both English and ILLC are two of the largest departments in the College and have a large pool of faculty to call upon as needed.

-Teaching of courses – Initially there is likely to be very little difference in the curriculum for the degree program. Over time there are likely to be changes. There are sufficient faculty available to teach the program though an additional linguist in English may be needed in the longer term.

-Recruitment and Retention of international Students – HFA already has a number of faculty that recruit internationally for International Education including this program. There would seem to be capacity for this program to grow.

To aid in retention, there will be a number of tenure-track faculty available for advising and there will be the opportunity for MA-TIL students to teach in ILLC. This will provide a practical application for their learning and help ILLC, particularly in areas of high demand or limited availability of faculty.

The College of Humanities and Fine Arts is committed to making this possible move successful and, I believe, have put into place sufficient faculty resources to promote student success in the program. Please feel free to contact me with any questions you might have.



School of Education Meeting

March 24, 2015
SPECIAL MEETING

Tehama 105 – 12:00-1:00 p.m.

The CSU, Chico School of Education aspires to be a recognized leader in preparing professional educators to meet the needs of a diverse society through innovation, collaboration and service.

Effective ● Reflective ● Engaged

Present: Angela Trethewey, Deborah Summers, Michael Gonsalves, Lynn Maurer, Lynne Bercaw, Maris Thompson, Julia Kobrina-Coolidge, Michelle Cepello, Linda Mobilio-Keeling, Dagmar Waters, Al Schademan, Frances Kidwell, Ben Seipel, Mimi Miller, Rebecca Justeson, Tal Slemrod, Chuck Zartman, Denise Whitford, Esther Larocco, Jennifer Oloff-Lewis, Paula Selvester, Kathleen Gabriel

1. Seeking Consultation on Proposed Relocation of the Teaching International Languages (TIL) Program from CME to HFA (Trethewey)

- Introduce proposal
 - Our next SOE meeting isn't until April 14th, in order for this item to make its way through the appropriate channels we needed to hold a special meeting.
 - A copy of Angela's proposal was sent out yesterday.
 - Angela joined the conversation about relocating the TIL program last March.
 - Hilda Hernandez was unable to attend today's meeting but she sent Angela a letter of support.
 - Upon approval of both colleges, the proposal would move to the Graduate Council, EPPC and the Academic Senate.
- Share HFA Program Evaluation Recommendations and coordinator endorsement
 - Debbie distributed a packet containing Hilda's letter of support, a report from the HFA committee to Dean Robert Knight, and Dean Knight's statement of support.
- Discussion

- Most TIL students are not interested in becoming credentialed teachers, many want to teach English internationally to adult populations.
- How would the move impact advising workload and MA banking credits?
- If the program stayed in CME, could it be better integrated with the Bilingual Education program?
- Hilda is nearing the end of her FERP. After she leaves, the program will have no tenured faculty.
- The students in the TIL program need more access to linguistics.
- The HFA committee report to Dean Knight contains a number of faculty concerns. We need evidence from the HFA faculty that they will be able to come up with solutions to their concerns and welcome the program.
- Angela will bring her proposal to the Graduate Council on April 3rd. Please send feedback to her electronically.
- A vote will be held at a future date TBD.

Spring meetings: April 14th, May 12th

March 27, 2014

Dear Dean Knight:

We appreciate your initiative to bring together an ad hoc committee to evaluate the best possible way to transition the TIL Program from the College of Communication and Education to the College of HFA. Our conversations have been fruitful both in understanding how the program works and in identifying how current and prospective students could benefit the most in this transition. In order to provide you with clear and thoughtful recommendations, we surveyed current and former students in the TIL Program, investigated similar MA programs across universities, and met with faculty in HFA who have been involved in the TIL Program. Our findings and recommendations are detailed below.

Data on the TIL Program

Our first action as a committee was a fact-finding stage, which entailed the following steps: (1) We created an anonymous online survey about the program, which we shared with current and former TIL students (please see the attached document showing the questions and results from the survey); (2) We visited one of the required TIL courses to introduce ourselves to students in the program and to invite students personally to complete the survey and participate in the transition process; (3) We initiated one-on-one conversations with current TIL students to gather further information about the program; (4) We carefully analyzed the current structure of the program and, in particular, the ways in which it is advertised in the catalog; (5) Finally, we looked at programs similar to TIL at other universities with more or less the same characteristics as CSUC.

We are both confident and satisfied with the process, especially considering that the representatives involved in the process have clearly kept an eye on the overarching goal of making this transition an opportunity to continue building onto the already positive aspects of the program, as well as taking the opportunity to improve those aspects in which students feel that the program is lacking. Please allow us to summarize what we found out in our fact-finding stage:

- The biggest concern on the part of the students is the lack of hands-on practice, as the opportunities to apply their theoretical knowledge accumulated in their different courses is quite minimal. The way the teaching practicum is set up only allows for observation and a few actual teaching sessions, if any. Students feel there is a disconnect between what they learn and its application. Some have taken advantage of the well-structured and successful Certificate of Teaching College-Level Writing offered by the English Department, yet this program is only known by TIL students through word of mouth and something they often don't learn about until later in their program of study. The committee feels that such opportunities should be an integral part of the TIL Program for all students because of the valuable classroom/teaching experience they provide.
- Students also raised concerns about the fact that the current TIL Program is run by a

single faculty member who is the primary instructor in the core classes, as well as the main advisor. The problem here is twofold. First, this structure limits students' exposure to different teaching pedagogies and methodologies; students feel they could greatly benefit from having multiple perspectives in the classroom. Additionally, the way the graduation requirements are set up make it impossible for one faculty member to advise all students properly and in a timely manner. While students appreciate the efforts of the current program coordinator, they feel that a decentralized system of advising would work better. That would mean more faculty dedicated for advising.

- TIL students further noted that there should be more orientation and overall advising, especially when entering the program so that students could clearly learn about the options, patterns, and expectations of the program. They even feel they could benefit from opportunities to get to know other TIL students.
- Both in looking at the way in which the program is currently structured and described in the catalog, and by looking at similar programs in other institutions, this committee finds that the TIL patterns should be better delineated in the catalog. For instance, the information addressing the requirements to complete the Pattern B of Foreign Languages states that, in addition to the required core courses, students can choose from "A variety of 400/500-level and/or 600-level courses in language, literature...taught in the target language, e.g., French, German, Italian, Japanese, and Spanish." A more clear-cut set of courses should be listed here.

HFA Faculty Concerns about the TIL Transition

Our next action as a committee was to speak with faculty in HFA who have been involved with the TIL Program to get a better sense of current department resources and needs in order to determine what impact the transition of TIL would have on the College. As it stands right now, the different HFA parties involved with TIL are currently stretched to the limit and thus raised numerous concerns about relocating TIL to HFA. The main concerns are detailed below.

Concerns Raised by Linguistics Faculty (Department of English):

The majority of students currently in the TIL Program opt for the TESOL pattern which involves heavy coursework in the area of linguistics. Thus, the Linguistics faculty feel that is imprudent for the University to offer a degree in Teaching International Languages without a dedicated faculty member from the field of linguistics. While the current linguists at CSUC are eager to assist with the program, they alone cannot provide the support necessary for a thriving program as they are simply too limited in number and too stretched with other commitments.

The English Department used to employ 7 full-time faculty members in Linguistics. Currently, the Department has two linguists who teach full loads and one faculty member who teaches a part-time load. Because of this faculty shortage, the linguists have been unable to offer anything but the required service courses for education (i.e., ENGL 471 – a requirement for all Liberal Studies and Credential Students) and the required courses for undergraduates in English (e.g., courses for students majoring in English Education, minoring in Linguistics, or working on their undergraduate TESOL Certificate). While students in TIL have been encouraged to take the

undergraduate linguistics courses, these courses are notably not ideal as they are geared toward undergraduate students with a heavy focus on K – 12 preparation. In past years, Linguistics faculty were able to offer upper-division courses in language structure and pedagogy which were exclusively for students working on MA degrees in English and TIL, and these courses were very well received. However, without an additional hire in this area, this is currently not feasible.

Moreover, not only are the Linguistics faculty stretched in their teaching, they are stretched in their advising loads as well. The faculty has always voluntarily shared the load of advising undergraduate students in Linguistics; however, recently, faculty have been taxed with “voluntarily” advising TIL students as well, as the TIL students have been unable to get timely assistance from their TIL advisor or have questions or research projects more closely aligned with linguistic research. This has resulted in incredibly heavy workloads for the linguists. As just one example, this semester one faculty member is chairing four separate MA thesis committees for TIL students, as well as serving as the second committee member for four additional committees. This kind of “out-of-hide” workload is simply unmanageable and means that there is less time and energy available for working with students in the home department.

Concerns Raised by the Composition and Rhetoric Faculty (Department of English):

The Composition and Rhetoric faculty feel a similar stretching of resources with regards to advising, teaching, and thesis work related to the TIL students. Currently, they supervise three thesis for TIL, serve as 2nd readers on an additional two thesis, and serve on numerous comprehensive exam committees for TIL students. This is challenging for an already overloaded composition faculty, who, like the Linguistics faculty, have seen their numbers dwindle from seven full-time faculty to two full-time and one part-time faculty member. In addition, they believe TIL students would best be served in coursework more closely connected to their interest in ESL related questions. While they enjoy having TIL students in courses as part of their work with the Certificate in Teaching College Writing, they would like to see additional courses offered that have an ESL focus as the emphasis of the course. For example, it would be valuable to have an E-designated section of English 431 (Theories & Practice in Tutoring Composition) that would focus on issues that are specific to non-native speakers of English. Thus, they agree that an additional hire in linguistics would be essential in order to provide this expertise.

Concerns Raised by the Graduate Coordinator (Department of English):

The Graduate Coordinator for the MA in English is concerned that English faculty already face significant challenges teaching the existing graduate classes and mentoring students. TIL students are welcome to enroll in graduate seminars, but when the already absurdly high course cap of 20 is extended to accommodate these additional students (recently there were as many as 24 students in English 634), the integrity and quality of instruction for all students is adversely affected—not to mention the unfair burden this puts on faculty. Likewise, English faculty are already challenged to meet the needs of staffing graduate thesis/project committees in our own program. When faculty are asked to serve or chair TIL thesis committees, it has a significant impact on the English program. The only viable solution is to hire dedicated faculty for the TIL

program who can assume a significant amount of these responsibilities.

Concerns Raised by ILLC Faculty:

The Department of International Languages, Literatures and Cultures has played a tangential role for the TIL program, serving students as “add-ons” in 400-level courses. Additionally, like the other departments involved with TIL, ILLC faculty participate in thesis and examination committees, as chairs and members. However, if TIL is going to thrive as a quality program in HFA, ILLC needs to play a more important role, especially for students seeking to complete the Foreign Language Pattern. Faculty believe that TIL students would be better served if specific courses could be offered that connect to their interests in foreign-language teaching and pedagogy and if students also had opportunities to participate in an established TA Program--similar to the one offered by the English Department. It should be noted that ILLC currently has two faculty members with the required academic preparation and many years of experience who could teach TIL core courses, but they are currently saddled with other teaching responsibilities in the department. Thus, an additional hire would be essential to help distribute the teaching load and provide the opportunity for TIL students to be exposed to a variety of pedagogical approaches. In this way, the Foreign Language Pattern would provide a more robust and attractive alternative for TIL students.

Advising Concerns Raised by All HFA Faculty:

As indicated in the comments above, all faculty noted concerns with the heavy advising load that comes with a graduate program. Thus, the question of compensation for TIL faculty who serve on thesis committees and sponsor independent studies (including teaching internships) is vital and something that deserves special attention if TIL were to transition to HFA.

Historically, there have been attempts by various departments to reward faculty with an informal, “in house” system of rewards. After its five year review in 2006, for example, the Department of English tried to implement an “in house” system that assigned points for chairing a thesis, serving on a thesis committee, and so forth. Unfortunately, due to budget contingencies and faculty depletion, that system proved ineffective. (Only one faculty was awarded one class off, though several were eligible.)

It’s worth noting that the Department of Education has a similar “in house” reward system for compensating faculty who sponsor graduate theses and independent studies, and as Dr. Chris Guenter (Education) confirmed in a recent conversation with Dr. Rob Davidson (English), Education has not been able to implement its reward system consistently, either.

These “in house” solutions, while well intended, do not work. Clearly, we need a permanent, transparent, established solution that is protected and guaranteed. Fortunately, there is a precedent.

Currently, the MA in History at California State University, Chico is undergoing a five year review (AY 2013-2014), and that program’s external reviewer, Dr. Philip Garone, is the MA in History

Coordinator at CSU-Stanislaus. In his external reviewer's report, Dr. Garone writes:

Faculty perform these time-consuming tasks [independent studies & thesis advising] over and above their current teaching load, which (with the exception of reductions from WTUs that may be granted for administrative duties) is currently four courses per semester. This is an exceptionally heavy teaching load, one that is not uniform across the CSU system. It is strongly recommended [...] that faculty receive compensation, in WTUs, for these duties. At this reviewer's home institution [CSU-Stanislaus], for example, faculty receive 0.5 WTUs per semester of thesis direction, normatively for each of two consecutive semesters, for a total of 1.0 WTU per thesis directed. Also at this reviewer's home institution, faculty receive 0.5 WTUs per independent study course offered for graduate students. It should also be noted that in CSU Chico's History M.A. program, graduate courses are assigned only 3 WTUs, rather than a more normative (at many other institutions, again including this reviewer's home institution) 4 WTUs, which is a reflection of the greater amount of preparation and overall work that a graduate seminar requires. If faculty were to be compensated in WTUs for thesis direction and independent study, and if the department were to pursue the conversion of graduate seminars to 4 units, the net effect would be (on average) that each faculty member would earn an additional 3 WTUs per year, the equivalent of one course. If the college were to support these recommendations, at least for thesis direction and independent study WTUs, and preferably for 4-unit graduate seminars as well, then faculty could expect a slight reduction of their teaching load from a 4/4 to a 4/3, with the additional WTUs accruing as described here. These changes would greatly support faculty ability to "provide stability and integrity of the curriculum and on-going quality improvement for program offerings" [...] as well as to devote more time to their research, on which the quality of any graduate program largely depends. Finally, it should be noted that conversations during the visit with E. K. Park, Sharon Barrios, and Robert Knight, as well as the History Department faculty, indicated very strong support for these recommendations.

This type of solution, however, is only possible if there are enough faculty dedicated to the Program to allow for the sharing of the advising load and for the opportunity for faculty to actually use those earned WTUs. We raise this as a separate--and particularly important--concern because it is one that affects all faculty in HFA affiliated with the TIL Program and is an issue that needs special attention during discussions on the Program's transition.

Committee Recommendations

Given the concerns articulated by TIL students, as well as those discussed by HFA faculty involved in the program, the Committee concludes that a successful transition of the TIL Program to HFA cannot happen without three new hires: a TIL Director with partial appointment in either English or ILLC; a hire in linguistics designated to the TIL Program; and a hire in ILLC

designated to the TIL Program. We also believe that there needs to be a clear template for establishing advising WTUs and seminar caps. These recommendations, as well as a general course structure for the program, is discussed in more detail below.

Necessary Hires for the TIL Program Transition

We propose that 3 hires are needed for a successful transition of TIL to HFA:

A) TIL Director with partial appointment in either English or ILLC

Duties include: Direction of program, including activities such as promotion, recruitment, admission, orientation, advising, and overall coordination of this graduate program; teaching two courses each semester.

B) Hire in linguistics designated to the TIL Program

Duties include: Supervising thesis, teaching linguistic courses for TIL students (470, 474, 476, 477, 478), developing new E-designated courses for TIL students (431E, 643E)

C) Hire in ILLC designated to the TIL Program

Duties include: Supervising thesis, teaching ILLC courses for TIL students (Methods, Testing & Assessment, language courses), establishing TA Program.

We believe that this cohort of faculty could in part distribute the coordination of the program and advising. Furthermore, bringing in a new cohort would also give these faculty the opportunity to collaborate together, which is both good for these faculty as they work in and grow with the TIL Program and for students who will see this collaboration.

Advising/Graduate Seminar Structure

Dr. Garone provides a clear and well-structure template for graduate programs. Following these guidelines, we therefore propose that the TIL program consider the following options:

A) Faculty will receive 0.5 WTUs per semester of thesis direction, normatively for each of two consecutive semesters, for a total of 1.0 Wtu per thesis directed.

B) Faculty will receive 0.5 WTUs per independent study course offered for graduate students.

C) Graduate seminars will be offered at 4.0 units.

Course Structure for the TIL Program

We propose that, in the future, courses for the TIL Program be structured as follows:

English	Linguistics	ILLC	New Hires
Eng631 Eng632 Eng634 Eng689T Eng692	*Eng470 Eng474 Eng476 Eng477 Eng478 also: Eng431E Eng634E	*ILLC 600 Foreign/Second Lang. Teaching Meth. *ILLC 600 Foreign/Second Lang. Testing & Assessmt. SPAN400 Spanish Linguistics SPAN400 Spanish Phonology ILLC could also provide a Foreign Lang. Certification program for student who choose Pattern B, similar to the one in the English Dept., where students teach a Foreign Language classes as TA's	*600 Curriculum Development in Foreign/Second Language Teaching *600 Cross Cultural aspects of Foreign/Second Lang. Teaching *600 Research Methods *600 Master Thesis/Exam *600 Professional field experience Possible New Courses: 600 Technology in the Language Classroom 600 Sociolinguistics 600 Grammatical Found. 600 Psycholinguistics 600 Topics in EFL/ESL Other Responsibilities: Direction of program, including activities such as promotion, recruitment, admission, orientation and overall coordination of this graduate program

*Required core course / ~proposed new course

Note: for description purposes only, the numeric designation for the above courses is '600'. This will have to be worked out later with specific numbers and an appropriate name.

Summary Thoughts

As reflected in this document, our Committee has embraced the assigned task with great interest for the overall benefit of current and prospective students in the M.A of Teaching

International Languages. We welcome the transition of this program into HFA as an ideal opportunity to make the necessary adjustments to capitalize on its positive aspects and move forward to build an even stronger program. Our most immediate concern and most obvious conclusion is that the TIL program cannot be run without three new hires, who will be able to provide what is required both in terms of its logistical needs and its curricular innovation. For the wellbeing of the program, it is also essential to establish a clear structure for compensating faculty for the numerous hours they spend serving on thesis committees and sponsoring independent studies, including teaching internships. The current situation is unsustainable, since the TIL Program has been running on the premise that faculty are willing to continue adding on responsibilities to their already overextended workload.

We look forward to continued participation in this process and welcome further conversations about this very exciting opportunity.

Respectfully,

Rob Davidson
Rony Garrido
Kim Jaxon
Fulvio Orsitto
Saundra Wright

To: Elizabeth "Betsy" Boyd, Chair
Education Policies and Programs (EPPC)

From: Sharon Barrios, Associate Dean
Office of Graduate Studies

Date: April 3, 2015

RE: Proposal to move the Teaching International Languages (TIL) program from the School of Education (SOE) within the College of Communication and Education (CME) to College of Humanities and Fine Arts (HFA), specifically to International Languages, Literatures and Cultures Department (ILLC)

This morning, the CSUC Graduate Council approved with concerns and recommendations the proposal to move the TIL program from the School of Education in CME to the Department of International Languages, Literature and Cultures Department in HFA.

The Graduate Council concerns are:

1. That adequate resources have not been made available to fully support the TIL program in HFA. Of particular concern is whether faculty will be available to serve as committee members on graduate students' culminating activities (theses, projects, comprehensive exams), including the TIL international students who pay higher fees and travel great distances to participate in the program.
2. That although the largest burden of teaching TIL students and serving as chairs and committee members on theses and projects fall primarily on the faculty of the English Department, no new resources have been committed to the department.
3. That the faculty line in CME currently devoted to the TIL program will not transfer to HFA.

The Graduate Council recommendations are:

1. That a Memo of Understanding (MOU) be drawn up between the HFA dean and the Departments of English and ILLC outlining what the departments' responsibilities are to the TIL program. It should also convey the composition of the TIL program committee and the resource arrangements to support theses/projects advising.
2. That a "banking-system" similar to the one in SOE is instituted in HFA to grant credit to faculty serving on TIL student committees that can add up to course releases.
3. That HFA pursue funding from international student fees to help support the costs of the program.
4. That CME consider a budget transfer to HFA to accommodate a faculty line for the program.
5. That HFA pursues a tenure-track faculty hire in English (Linguistics) to assist with the TIL program.