

10KV3916BALA: ENGLISH: ENGLISH TEACHING, BALAS

In Workflow

1. U Program Review (eastuby@illinois.edu; mhazen@illinois.edu; bv4@illinois.edu; jswen@illinois.edu)
2. Gen Ed Review (menewell@illinois.edu)
3. 1499-ENGL Head (rwb@illinois.edu)
4. KV Dean (las-catalog@illinois.edu)
5. University Librarian (clairest@illinois.edu; tteper@illinois.edu)
6. COTE Programs (suzannel@illinois.edu)
7. Provost (bsnewell@illinois.edu)
8. Senate EPC (bjlehman@illinois.edu; bsnewell@illinois.edu)
9. Senate (jtempel@illinois.edu; bjlehman@illinois.edu)
10. U Senate Conf (kakuntz@illinois.edu)
11. Board of Trustees (kakuntz@illinois.edu)
12. IBHE (kakuntz@illinois.edu)
13. HLC (kakuntz@illinois.edu)
14. Catalog Editor (bv4@illinois.edu; bsnewell@illinois.edu)
15. DMI (eastuby@illinois.edu; nnagy2@illinois.edu; bv4@illinois.edu; jswen@illinois.edu)

Approval Path

1. Tue, 14 Jul 2026 18:50:29 GMT
Brianna Vargas-Gonzalez (bv4): Approved for U Program Review
2. Fri, 17 Jul 2026 19:51:36 GMT
Melissa Steinkoenig (menewell): Approved for Gen Ed Review
3. Mon, 20 Jul 2026 18:23:48 GMT
Robert Barrett (rwb): Approved for 1499-ENGL Head
4. Mon, 20 Jul 2026 19:59:17 GMT
Melissa Reedy (murray): Approved for KV Dean
5. Mon, 20 Jul 2026 21:55:03 GMT
Tom Teper (tteper): Approved for University Librarian
6. Tue, 21 Jul 2026 04:08:10 GMT
Suzanne Lee (suzannel): Approved for COTE Programs
7. Wed, 29 Jul 2026 16:28:29 GMT
Brooke Newell (bsnewell): Rollback to KV Dean for Provost
8. Wed, 29 Jul 2026 16:51:06 GMT
Melissa Reedy (murray): Rollback to 1499-ENGL Head for KV Dean
9. Wed, 29 Jul 2026 18:46:53 GMT
Robert Barrett (rwb): Approved for 1499-ENGL Head
10. Thu, 30 Jul 2026 14:36:16 GMT
Melissa Reedy (murray): Approved for KV Dean
11. Thu, 30 Jul 2026 15:01:59 GMT
Tom Teper (tteper): Approved for University Librarian
12. Fri, 31 Jul 2026 22:16:20 GMT
Suzanne Lee (suzannel): Approved for COTE Programs
13. Mon, 17 Aug 2026 14:27:20 GMT
Brooke Newell (bsnewell): Approved for Provost

History

1. Nov 27, 2018 by Deb Forgacs (dforgacs)
2. Nov 27, 2018 by Deb Forgacs (dforgacs)
3. Nov 27, 2018 by Deb Forgacs (dforgacs)
4. Aug 15, 2019 by Amy Elli (amyelli)
5. Nov 15, 2023 by Kathy Martensen (kmartens)
6. Sep 10, 2025 by Brooke Newell (bsnewell)

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Last approved: Wed, 10 Sep 2025 17:45:21 GMT

Last edit: Wed, 26 Aug 2026 15:24:32 GMT

Changes proposed by: Robert Barrett

Proposal Type:

Concentration (ex. Dietetics)

This proposal is for a:

Revision

Administration Details

Official Program Name

English: English Teaching, BALAS

Sponsor College

Liberal Arts & Sciences

Sponsor Department

English

Sponsor Name

Justine Murison ~~Robert Barrett~~

Sponsor Email

jmurison@illinois.edu ~~rw@illinois.edu~~

College Contact

Stephen R. Downie

College Contact Email

sdownie@illinois.edu

College Budget Officer

Michael Wellens

College Budget Officer Email

wellens@illinois.edu

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

Melissa Reedy, murray@illinois.edu (LAS Assistant Director for Course and Curricula Development)

[Robert Barrett, rwb@illinois.edu](mailto:rwb@illinois.edu) (Associate Head of English) & Gir-Dvt)

Does this program have inter-departmental administration?

No

Catalog Term

Desired Effective Catalog Term

Fall 2027

Effective Catalog

2027-2028

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Concentration in English Teaching in the Bachelor of Arts in Liberal Arts and Sciences in English in the College of Liberal Arts and Sciences

Are there other related proposals that should be considered simultaneously with this one? If yes, please list the program keys and/or titles. Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This BALAS (key 28) is related to the English BALAS proposal (key 23), the English: English General Concentration proposal (key 1425), the English: English Concentration proposal (key 850), and the English: Topics in English Concentration proposal (key 56).

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

Provide a list of numbered items of what changed and why each change was necessary.

1. Provided detailed information about how an English: English Teaching student could obtain 40 hours of advanced coursework, replacing the statement "The revision to add the gen ed table does not include 40 hours of upper-division assessment."
2. Added the LAS Orientation Table to the Program of Study in accordance with LAS guidelines on accessibility and transparency.
3. Added a Core Courses section to the Program of Study. This section appears in the overall English, BALAS proposal (key 23), but we are repeating it here so that English: English Teaching concentrators will have all of their requirements visible in one location. The Core Courses for the English: English Teaching concentration are ENGL 200, ENGL 301, and ENGL 350 were added to the POS.
4. Renamed the "Period Courses (American, British, Anglophone, etc.)" requirement the "Period Courses" requirement because the qualifiers in the parenthesis are not necessary for a requirement that eschews national identity in favor of chronology.
5. Revised the Period Courses requirement of the concentration, switching from the current 15-hour model (one pre-1800 course excluding Shakespeare, one Shakespeare course, one nineteenth-century course, one twentieth-century course, and one contemporary course) to a 12-hour model (one medieval/early modern excluding Shakespeare course, one Shakespeare course, one eighteenth/nineteenth-century course, and one post-1900 course). This streamlining of the Period Courses requirement is almost identical to the change proposed for the English General concentration: both concentrations share a split between three required courses in pre-1900 literature and culture (nine hours) and one required course in post-1900 literature and culture (three hours). The one difference between them is the revised English Teaching's retention of the current English Teaching concentration's Shakespeare

course requirement (in accordance with Illinois state standards requiring Shakespeare instruction in secondary school ELA curricula). This requirement obviates the need for English Teaching concentrators to choose (as English General concentrators are required to) between an extra medieval/early modern or eighteenth/nineteenth-century course as their third pre-1900 literature and culture course. Instead, they take one course from each area, and the required Shakespeare class becomes their third pre-1900 course.

Added the following courses satisfying the pre-1900 requirement for English Teaching concentrators to the Program of Study: ENGL 202, ENGL 204, ENGL 216, ENGL 407, ENGL 411, ENGL 412, ENGL 416, ENGL 421, and ENGL 423 (medieval/early modern excluding Shakespeare); ENGL 117, ENGL 218, and ENGL 418 (Shakespeare); and ENGL 206, ENGL 207, ENGL 208, ENGL 237, ENGL 250, ENGL 259 (if not used to satisfy the Historical Surveys requirement), ENGL 322, ENGL 323, ENGL 427, ENGL 428, ENGL 429, ENGL 431, ENGL 449, and ENGL 450 (eighteenth/nineteenth-century). Also added the courses satisfying the 3-hour post-1900 requirement for English Teaching concentrators: ENGL 122, ENGL 211, ENGL 213, ENGL 241, ENGL 242, ENGL 251, ENGL 253, ENGL 260, ENGL 265, ENGL 270, ENGL 273, ENGL 275, ENGL 276, ENGL 277, ENGL 285, ENGL 286, ENGL 359, ENGL 373, ENGL 441, ENGL 442, ENGL 451, ENGL 452, ENGL 458, and ENGL 470.

6. Added a list of variable-topics courses that can count for a period category if the topic in a given section matches that category. These courses include ENGL 199, ENGL 261, ENGL 280, ENGL 281, ENGL 290, ENGL 325, ENGL 350 (if not used to satisfy the Core Courses requirement), ENGL 380, ENGL 390, ENGL 391, ENGL 396, ENGL 455, ENGL 459, ENGL 460, ENGL 461, ENGL 462, and ENGL 476. As noted, students will determine which courses satisfy which period category in consultation with a departmental advisor.

7. Streamlined the instructions for picking a third Language/Composition/Pedagogy course to read "One of the following courses." The instructions are now clearer. These courses include ENGL 311, ENGL 380 (only if not used to satisfy a Period Courses requirement), ENGL 482, and BTW 490, all of which have been listed in the Program of Study.

8. Increased the Departmental Elective Coursework from zero hours (zero courses) to three hours (one course). The English Teaching concentration doesn't currently leave students any room for Departmental Elective Coursework, a restrictive state of affairs that the English Department faculty have decided to rectify by using the course freed up from the streamlining of the Period Courses requirement to give English Teaching concentrators a free elective.

9. Added the list of courses that satisfy the Difference and Diaspora requirement for the sake of transparency. As noted, Difference and Diaspora courses can satisfy other requirements as well. These courses include ENGL 150, ENGL 211, ENGL 222, ENGL 223, ENGL 224, ENGL 225, ENGL 259, ENGL 260, ENGL 265, ENGL 268, ENGL 269, ENGL 275, ENGL 276, ENGL 277, ENGL 284, ENGL 285, ENGL 286, ENGL 325, ENGL 330, ENGL 357, ENGL 359, ENGL 458, ENGL 459, ENGL 460, ENGL 470, ENGL 495, and ENGL 496.

10. Added a list of variable-topics courses that can count for the Difference and Diaspora requirement if the topic in a given section is a Difference and Diaspora topic. These courses include ENGL 199, ENGL 261, ENGL 280, ENGL 281, ENGL 290, ENGL 350 (if not used to satisfy the Core Courses requirement), ENGL 380, ENGL 390, ENGL 391, ENGL 396, ENGL 455, ENGL 461, ENGL 462, ENGL 475, and ENGL 476. As noted, students will determine which courses satisfy which period category in consultation with a departmental advisor.

11. Replaced the link to the Teacher Education Minor in Secondary School Teaching with a complete list of the minor's Professional Education Required Courses: EDUC 201, EDUC 202, CI 401, CI 403, CI 404, CI 473, EPSY 201, EPSY 485, SPED 405, and EDPR 442. No changes were made to these requirements; they are now listed in the English: English Teaching Concentration BALAS for reasons of transparency.

12. Removed footnotes from the Program of Study for digital accessibility.

13. Edited the phrasing of the current SLOs (nos. 1-5) to bring them in line with LAS standards for SLOs. These SLOs are otherwise identical to the ones presented in the university catalog.

14. Added a sixth SLO specific to the English Teaching concentration as this concentration adds a teacher-training component to the English major as represented by the general English concentration.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program?

Yes

Please email the Department Head or a CIM User in the Department Head role of the units that own the courses that are impacted by the creation/revision/phase down or elimination of this program. For example, if you are adding a course, you will need support from the course owning unit to do so. Likewise, if you are removing a course or adding additional courses where enrollment in existing courses in the program of study could be impacted, you will need acknowledgement from the course owning unit. If the program has potential for perceived overlap with another unit on campus, you should have consultation with the other unit/stakeholders. Once this is complete, acknowledge that you have done so below.

Acknowledged

Indicate which departments/units/stakeholders were notified/consulted by listing the name of the department(s). For example, if you are adding a course owned by the Department of Philosophy and a course owned by the Department of Theatre and notified the units accordingly, you would include in the box below: 1. Department of Philosophy; 2. Department of Theatre.

1. Center for African Studies in LAS
2. College of Fine and Applied Arts
3. Department of African American Studies in LAS
4. Department of Comparative and World Literature in LAS
5. Department of Germanic Languages and Literatures in LAS
6. Department of Latina/Latino Studies in LAS
7. Department of Slavic Languages and Literatures in LAS
8. Informatics Programs in the School of Information Sciences
9. Program in American Indian Studies in LAS
10. Program in Jewish Culture and Society in LAS

Please attach any letters of support/acknowledgement for any Instructional Resources. Consider faculty, students, and/or other impacted units as appropriate.

AIS-ENGL Crosslist Approval.pdf
 RUSS-ENGL Crosslist Approval.pdf
 JS-ENGL Crosslist Approval.pdf
 GSD-ENGL Crosslist Approval.pdf
 GER-ENGL Crosslist Approval 2.pdf
 GER-ENGL Crosslist Approval 1.pdf
 FAA Letter of Support.docx
 CWL-ENGL Crosslist Approval.pdf
 AFRO-ENGL Crosslist Approval.pdf
 AFST_SupportLetter.pdf
 LLS_SupportLetter.pdf

Program Features

Academic Level

Undergraduate

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Provide detailed information (course rubrics, numbers, and credit hours) of how a student could obtain 40 credit hours of upper-division coursework.

To obtain 40 credit hours of upper-division coursework, English Teaching concentrators will take:

1. LOTE 3rd and 4th level (8-10 hours)
2. ENGL 301, 350 (Core Courses) (6 hours)
3. ENGL 402 and ENGL 481 (Language/Composition/Pedagogy category) (6 hours)
4. ENGL 311, ENGL 380, 482 or BTW 490 (Language/Composition/Pedagogy category) (3 hours)
5. CI 401, 403, 404 and 473 (12 hours)
6. EDPR 442 (12 hours)
7. SPED 405 (3 hours)
8. EPSY 485 (3 hours)

Total hours 53-55 ~~The revision to add the gen ed table does not include 40 hours of upper-division assessment.~~

Revised programs

English Teaching Concentration Sample Sequence.docx

Statement for Programs of Study Catalog

Graduation Requirements

Minimum hours required for graduation: 120 hours.

Minimum hours required major and supporting course work: 78 hours: 39 hours of English department courses and 39 hours of courses from the Teacher Education Minor in Secondary School Teaching. Students must complete at least 15 hours of coursework at the 300-level or above ([ENGL 301](#), [ENGL 350](#), ~~(ENGL 301, ENGL 350;~~ and 9 more hours). Twelve hours of 300- and 400-level courses in the major must be taken on this campus.

University Requirements

Minimum of 40 hours of upper-division coursework, generally at the 300- or 400-level. These hours can be drawn from all elements of the degree. Students should consult their academic advisor for additional guidance in fulfilling this requirement.

The university and residency requirements can be found in the Student Code (<https://studentcode.illinois.edu/article3/part8/3-801/>) (§ 3-801) and in the Academic Catalog (<http://catalog.illinois.edu/general-information/degree-general-education-requirements/>).

General Education Requirements

Follows the campus General Education (Gen Ed) requirements (<https://courses.illinois.edu/gened/DEFAULT/DEFAULT/>). Some Gen Ed requirements may be met by courses required and/or electives in the program.

Code	Title	Hours
Composition I		4-6
Advanced Composition		3
	fulfilled by ENGL 350 and EDUC 202	
Humanities & the Arts (6 hours)		6
	fulfilled by ENGL 200, ENGL 209, ENGL 255, and EDUC 202	
Natural Sciences & Technology (6 hours)		6
Social & Behavioral Sciences (6 hours)		6
	fulfilled by EPSY 201 and any other course approved as Social & Behavioral Sciences	
Cultural Studies: Non-Western Cultures (1 course)		3
Cultural Studies: US Minority Cultures (1 course)		3
	fulfilled by EDUC 201	
Cultural Studies: Western/Comparative Cultures (1 course)		3
	fulfilled by ENGL 209 and ENGL 255	
Quantitative Reasoning (2 courses, at least one course must be Quantitative Reasoning I)		6-10

Language Requirement (Completion of the fourth semester or equivalent of a language other than English, or completion of the third semester in two different languages other than English is required)

0-20

Orientation and Professional Development

Code	Title	Hours
<u>LAS 101</u>	<u>Design Your First Year Experience</u>	<u>1</u>
OR		
<u>LAS 100</u> <u>& LAS 101</u>	<u>Success in LAS for International Students</u> <u>and Design Your First Year Experience</u>	<u>3</u>
OR		
<u>LAS 102</u>	<u>Transfer Advantage</u>	<u>1</u>
Total Hours		<u>1 or 3</u>

Major Requirements

Code	Title	Hours
Core Courses		<u>9</u>
<u>ENGL 200</u>	<u>Introduction to the Study of Literature and Culture</u>	
<u>ENGL 301</u>	<u>Introduction to Critical Theory</u>	
<u>ENGL 350</u>	<u>Writing about Literature, Text, and Culture</u>	

Concentration Coursework

Code	Title	Hours
Historical Surveys		6
Students are encouraged to take these required survey courses as early as possible after completing ENGL 200		
ENGL 209	Early British Literature and Culture	
ENGL 255	Early American Literature and Culture	

Period Courses (American, British, Anglophone, etc.)[†] **15**

Period Courses

Pre-1900 Literature and Culture		9
ENGL 200	Introduction to the Study of Literature and Culture (prerequisite for other English courses; can be taken at the same time as a course that satisfies the Composition I requirement)	
ENGL 301	Introduction to Critical Theory	
Medieval/Early Modern (choose one)		
<u>ENGL 202</u>	<u>Medieval Literature and Culture</u>	
<u>ENGL 204</u>	<u>Renaissance Literature and Culture</u>	
<u>ENGL 216</u>	<u>Legends of King Arthur</u>	
<u>ENGL 407</u>	<u>Introduction to Old English</u>	
<u>ENGL 411</u>	<u>Chaucer</u>	
<u>ENGL 412</u>	<u>Topics in Medieval British and Irish Literature</u>	
<u>ENGL 416</u>	<u>Topics in British Drama to 1660</u>	
<u>ENGL 421</u>	<u>Renaissance Poetry and Prose</u>	
<u>ENGL 423</u>	<u>Milton</u>	
Shakespeare (choose one)		
<u>ENGL 117</u>	<u>Shakespeare on Film</u>	
<u>ENGL 218</u>	<u>Introduction to Shakespeare</u>	
<u>ENGL 418</u>	<u>Shakespeare</u>	
Eighteenth/Nineteenth-Century (choose one)		
<u>ENGL 206</u>	<u>Enlightenment Literature and Culture</u>	

ENGL 207	<u>Romantic Literature and Culture</u>
ENGL 208	<u>Victorian Literature and Culture</u>
ENGL 237	<u>Nineteenth-Century British Fiction</u>
ENGL 250	<u>Nineteenth-Century American Fiction</u>
ENGL 259	<u>Early African American Literature and Culture (only if not used to satisfy the Historical Surveys requirement)</u>
ENGL 322	<u>Dostoevsky</u>
ENGL 323	<u>Tolstoy</u>
ENGL 427	<u>Eighteenth-Century Literature</u>
ENGL 428	<u>British Drama, 1660-1800</u>
ENGL 429	<u>Eighteenth-Century Fiction</u>
ENGL 431	<u>Topics in British Romantic Literature</u>
ENGL 449	<u>American Romanticism</u>
ENGL 450	<u>Becoming Modern: American Literature, 1865-1914</u>
<u>Post-1900 Literature and Culture (choose one)</u>	
ENGL 122	<u>The Middle Ages in Popular Culture</u>
ENGL 211	<u>Introduction to Modern African Literature</u>
ENGL 213	<u>Modernist Literature and Culture</u>
ENGL 241	<u>Modern Poetry</u>
ENGL 242	<u>Contemporary Poetry</u>
ENGL 251	<u>The Twentieth-Century American Novel</u>
ENGL 253	<u>New Media, Literature, and the Arts</u>
ENGL 260	<u>Modern African American Literature and Culture</u>
ENGL 265	<u>Intro to American Indian Lit</u>
ENGL 270	<u>American Film Genres</u>
ENGL 273	<u>American Cinema, 1950-2000</u>
ENGL 275	<u>Am Indian and Indigenous Film</u>
ENGL 276	<u>Asian Film Genres</u>
ENGL 277	<u>Gender in Gaming</u>
ENGL 285	<u>Postcolonial Literature in English</u>
ENGL 286	<u>Asian American Literature</u>
ENGL 359	<u>Responses to the Holocaust</u>
ENGL 373	<u>Special Topics in Film Studies</u>
ENGL 441	<u>Innovation and Conflict in British and Irish Modernism</u>
ENGL 442	<u>Contemporary British and Irish Literature</u>
ENGL 451	<u>American Literature in the Age of Modernism</u>
ENGL 452	<u>The Postwar Era and Contemporary American Literature</u>
ENGL 458	<u>Latina/o Performance</u>
ENGL 470	<u>Modern African Fiction</u>
The following variable-topic courses can satisfy a Period Course requirement if their topic matches one of the period categories listed above (as determined in consultation with a departmental advisor):	
ENGL 199	<u>Undergraduate Open Seminar</u>
ENGL 261	<u>Topics in Literature and Culture</u>
ENGL 280	<u>Women Writers</u>
ENGL 281	<u>Women in the Literary Imagination</u>

ENGL 290	<u>Individual Study</u>
ENGL 325	<u>Topics in LGBT Literature and Film</u>
ENGL 350	Writing about Literature, Text, and Culture (only if not used to satisfy the Core Courses requirement)
ENGL 380	<u>Topics in Writing Studies (only if not used to satisfy the Language Composition Pedagogy requirement)</u>
ENGL 390	<u>Advanced Individual Study</u>
ENGL 391	<u>Honors Individual Study</u>
ENGL 396	<u>English Honors Seminar</u>
ENGL 455	<u>Major Authors</u>
ENGL 459	<u>Topics in American Indian Lit</u>
ENGL 460	<u>Literature of American Minorities</u>
ENGL 461	<u>Advanced Topics in Literature and Culture</u>
ENGL 462	<u>Topics in Modern Fiction</u>
ENGL 476	<u>Topics in Literature and the Environment</u>

Language/Composition/Pedagogy Courses		9
ENGL 402	Descriptive English Grammar	3
ENGL 481	Composition Theory and Practice	3

Select at least one of the following (3 hours):

<u>One of the following courses:</u>	<u>3</u>
ENGL 311	History of the English Language
ENGL 380	<u>Topics in Writing Studies (only if not used to satisfy the Period Courses requirement)</u>
ENGL 482	Writing Technologies
BTW 490	Special Topics Prof Writing

One course in Difference & Diaspora. This requirement can be fulfilled by taking an appropriately focused course from among ENGL 350, the historical surveys, or the period courses.¹

Departmental Elective Coursework 3

One course chosen from those controlled by or cross-listed with the Department of English (including Business and Technical Writing and Creative Writing courses).

Difference and Diaspora 0-3

Courses satisfying the Difference and Diaspora requirement may also be used as Historical Surveys, Period Courses, Language/Composition/Pedagogy Courses, or Departmental Elective Coursework. These courses include:

ENGL 150	<u>Black Literature in America</u>
ENGL 211	<u>Introduction to Modern African Literature</u>
ENGL 222	<u>Jewish American and US Minority Literatures in Dialogue</u>
ENGL 223	<u>Jewish Storytelling</u>
ENGL 224	<u>Latina/o Popular Culture</u>
ENGL 225	<u>Intro to Latina/o Literature</u>
ENGL 259	<u>Early African American Literature and Culture</u>
ENGL 260	<u>Modern African American Literature and Culture</u>
ENGL 265	<u>Intro to American Indian Lit</u>
ENGL 268	<u>The Holocaust in Context - ACP</u>
ENGL 269	<u>The Holocaust in Context</u>
ENGL 275	<u>Am Indian and Indigenous Film</u>
ENGL 276	<u>Asian Film Genres</u>

ENGL 277	<u>Gender in Gaming</u>
ENGL 284	<u>Modern Jewish Literature</u>
ENGL 285	<u>Postcolonial Literature in English</u>
ENGL 286	<u>Asian American Literature</u>
ENGL 325	<u>Topics in LGBT Literature and Film</u>
ENGL 330	<u>Slavery and Identity</u>
ENGL 357	<u>Literatures of the Displaced</u>
ENGL 359	<u>Responses to the Holocaust</u>
ENGL 458	<u>Latina/o Performance</u>
ENGL 459	<u>Topics in American Indian Lit</u>
ENGL 460	<u>Literature of American Minorities</u>
ENGL 470	<u>Modern African Fiction</u>
ENGL 495	<u>Minoritarian Aesthetics Practicum</u>
ENGL 496	<u>Experiments in Queer of Color Performance</u>

The following variable-topic courses can satisfy the Difference and Diaspora requirement if their topic matches the category (as determined in consultation with a departmental advisor):

3 hours: At least one course in Contemporary Literature & Culture

ENGL 199	<u>Undergraduate Open Seminar</u>
ENGL 261	<u>Topics in Literature and Culture</u>
ENGL 280	<u>Women Writers</u>
ENGL 281	<u>Women in the Literary Imagination</u>
ENGL 290	<u>Individual Study</u>
ENGL 350	<u>Writing about Literature, Text, and Culture (only if not used to satisfy the Core Courses requirement)</u>
ENGL 380	<u>Topics in Writing Studies</u>
ENGL 390	<u>Advanced Individual Study</u>
ENGL 391	<u>Honors Individual Study</u>
ENGL 396	<u>English Honors Seminar</u>
ENGL 455	<u>Major Authors</u>
ENGL 461	<u>Advanced Topics in Literature and Culture</u>
ENGL 462	<u>Topics in Modern Fiction</u>
ENGL 475	<u>Literature and Other Disciplines</u>
ENGL 476	<u>Topics in Literature and the Environment</u>

Total Hours **39**

Teacher Education Minor in Secondary School Teaching

Code	Title	Hours
<u>Professional Education Required Courses</u>		
EDUC 201	<u>Identity and Difference in Education</u>	<u>3</u>
EDUC 202	<u>Social Justice, School and Society</u>	<u>3</u>
CI 401	<u>Introductory Teaching in a Diverse Society</u>	<u>3</u>
CI 403	<u>Teaching a Diverse High School Student Population</u>	<u>3</u>
CI 404	<u>Teaching and Assessing Secondary School Students</u>	<u>3</u>
CI 473	<u>Disciplinary Literacy</u>	<u>3</u>
EPSY 201	<u>Educational Psychology</u>	<u>3</u>
EPSY 485	<u>Assessing Student Performance</u>	<u>3</u>
SPED 405	<u>General Educator's Role in Special Education</u>	<u>3</u>

<u>EDPR 442</u>	<u>Educational Practice in Secondary Education</u>	<u>12</u>
<u>Total Hours</u>		<u>39</u>

Code	Title	Hours
<u>Total Hours</u>		<u>78</u>

Major Requirements

- ¹ Chosen from the list maintained in the Department of English. Note: ENGL 350%7C can serve as a period course, a cluster course, an elective course, and/or a Difference and Diaspora course only when it is not also being used to fulfill a core requirement. Students who wish to use ENGL 350%7C in this way must thus take the course a second time (and with a different topic than the first time).

Program Relationships

Corresponding Program(s):

Corresponding Program(s)

English, BALAS

Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes ~~No~~

Student Learning Outcomes

Upon completion of this program, students will be able to:

1. Analyze ~~Capacity-to-understand~~ and interpret multimodal texts ~~by~~ using a variety of methods, ~~methods~~ including close reading, genre theory, and formal and rhetorical analysis.
2. Evaluate and contextualize ~~Capacity-to-understand~~ multimodal texts within in a variety of contexts, including cultural, historical, philosophical, and ~~and~~ theoretical frameworks, and analyze their relationship to diachronic processes such as the histories of literature, genre, culture, and media. ~~ones-~~
3. Ability to understand texts in relation to diachronic processes, including histories of literature, genre, culture, or media. ~~Construct~~ Ability to create clear, focused, rigorous, and well-supported arguments that demonstrate awareness of audience.
4. Develop ~~Ability to develop~~ research questions, conduct ~~to carry out~~ research using ~~into~~ primary and secondary sources, and to ~~smoothly~~ integrate research ~~these~~ findings effectively into written ~~into student work, such as presentations~~ and oral presentations. ~~essays-~~
5. Analyze how ~~Capacity to understand the ways in which~~ forms of difference, including ~~difference (including~~ racial, ethnic, gendered, ~~sexual) inform the production~~ and sexual identities, shape the production and reception of multimodal texts.
6. Develop pedagogical best practice strategies for the teaching of literature to different student populations, including effective writing, research, and oral communication skills.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

Yes

Program Description and Requirements Attach Documents

Delivery Method

This program is available:

On Campus - Students are required to be on campus, they may take some online courses.

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

This revision should not impact enrollment and degrees awarded.

Budget

Are there budgetary implications for this revision?

No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information

Attach File(s)

Program Support

Provide a brief description of the support for this program, including the financial, faculty, space, advisors/staff. Discuss plans to acquire any additional support that will be needed. If new or additional facilities or significant improvements to already existing facilities is needed, describe the Facility Need, Year 1 and 5 cost, and any other applicable notes.

The proposed Bachelor of Arts in Liberal Arts and Sciences in English: English Teaching concentration will be supported through existing academic, financial, advising, instructional, and research resources within the Department of English in the College of Liberal Arts and Sciences as well as within the College of Education . No new faculty or staff positions will be required once the concentration becomes active in Fall 2027.

Financial Support: The concentration will be funded through the existing tuition model. No additional campus or external funding is anticipated at this time.

Faculty Support: The concentration's curriculum is built primarily from courses currently offered by both the English Department and the College of Education. Faculty from this department will contribute to instruction, curricular oversight, assessment, and student mentoring.

Space: No new facilities are required. The concentration will utilize existing classrooms and instructional spaces.

Advising/Staff Support: Academic advising for English Teaching concentrators will be provided by the English Department. Working in conjunction with the Associate Head and the Director of Undergraduate Studies, the English Department's academic advisors will oversee curricular planning, and monitor student progress toward degree completion. Students will also have access to advisors in the College of Education and the Council on Teacher Education who will help them navigate the licensure sequence and early field placements.

Attach any supporting documents as applicable.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

The English Department has conferred with Paula Mae Kerns, head of the Literatures and Languages Library, and all agree that this revision is not expected to impact the University Library's resources, collections, or services.

EP Documentation

EP Control Number

EP.27.021

Attach Rollback/Approval Notices

Non-EP Documentation

U Program Review Comments

Rollback Documentation and Attachment

DMI Documentation

Attach Final Approval Notices

Banner/Codebook Name

BALAS:English:Teaching Op-UIUC

Program Code:

10KV3916BALA

Minor Code

Conc Code

3916

Degree Code

BALAS

Major Code

0311

Senate Approval Date

Senate Conference Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments

Brooke Newell (bsnewell) (Wed, 29 Jul 2026 16:28:29 GMT): Rollback: Per discussion with Melissa R.

Melissa Reedy (murray) (Wed, 29 Jul 2026 16:51:06 GMT): Rollback: email sent to Rob 07/29/26

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