

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Northwest Missouri State University

Program Title: Teaching English to Speakers of Other Languages

Degree/Certificate: Graduate Certificate (credential)

Options: _____

Delivery Site(s): Maryville campus
online

CIP Classification: 13.14.01 (Please provide a CIP code)

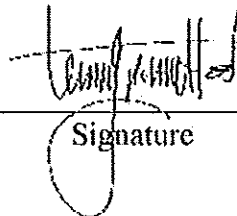
Implementation Date: Spring 2017

Cooperative Partners: n/a

Expected Date of First Graduation: Spring 2017

AUTHORIZATION

Timothy Mottet, Provost
Name/Title of Institutional Officer



Signature

June 30, 2016
Date

Gregory Haddock, Vice Provost
Person to Contact for More Information

(660) 562-1145
Telephone

2. Need (Form SE - Student Enrollment Projections)

Student Demand:

i. Estimated enrollment each year for the first five years for full-time and part-time students (Please complete Form SE.)

<i>Year</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Full-time</i>	_____	_____	_____	_____	_____
<i>Part-time</i>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>
<i>Total</i>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>

ii. Will enrollment be capped in the future?

There are no plans to cap enrollment

What method(s) or data were used to project student enrollment for this proposed program?

Having a MA in TESOL allows the option to serve students that do not want a full program using existing coursework.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills

To accompany our proposed MA in TESOL, this graduate certificate will use some of the same coursework. Students recently completing their undergraduate program can take this course of study after graduation. They would be able to complete the MA program online if desired.

B. Societal Need:

i. General needs which are not directly related to employment

English is globally acknowledged as the World language. As it influences most parts of the world. there is a demand for people to both teach others to speak the language and use the language for work purposes. This credential in TESOL will serve students wishing to teach abroad.

C. Methodology used to determine "B" and "C" above.

(Sources: TESOL.org; LatPro.com)

3. Duplication and Collaboration: (Form CL – Collaborative Programs)

If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

We are seeking to serve recent undergraduate completers with this program as an add on using existing courses in the proposed MA program.

Does delivery of the program involve a collaborative effort with any external institution or organization?

No (If yes, please complete Form CL.)

3. Program Structure: (Form PS - Program Structure)

PROGRAM STRUCTURE

A. Total credits required for graduation: 15

B. Residency requirements, if any: online

C. General education: Total credits: n/a

Courses (specific courses OR distribution area and credits):

D. Major requirements: Total credits: 15-18 hours

Core TESOL Credential/Certificate Program Courses (15-18 hours):

62-682 Materials & Curriculum Design for Teaching ELL/ESOL (3)

62-580 Methods & Techniques of Teaching ELL (3)

62-690 English for English Language Learners (3)

62-692: Assessment Strategies for Teaching ELL/ESOL (3)

62-686 Practicum: Teaching ELL/ESOL (3-6) _____

E. Free elective credits: 0 (Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:

Practicum required

G. Any unique features such as interdepartmental cooperation:

n/a

5. Program Characteristics and Performance Goals: (Form PG).

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name: Northwest Missouri State University

Program Name: Graduate Certificate in Teaching English to Speakers of Other Languages

Date: June 30, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Credential/Certificate in Teaching English to Speakers of

Other Languages program (not resulting in an education

endorsement/certification for the USA)

Admission Requirements:

1. Undergraduate GPA: 3.0 on a 4.0 scale or a 2.75 GPA

will be considered for conditional admission

2. GRE (143 verbal) or TOEFL (79) or IELTS (6.5)

3. Goals Statement: 2 page essay describing the

applicant's career goals and how completion of the TESOL

program will help the applicant to meet these goals.

- Characteristics of a specific population to be served, if applicable.

Domestic and students

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

5. Program Characteristics and Performance Goals: (Form PG).

Terminal degree in ELL / ESOL and TESOL background

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

100% full time faculty

- Expectations for professional activities, special student contact, teaching/learning innovation.

no extra requirements beyond contract expectation

Enrollment Projections

- Student FTE majoring in program by the end of five years.

5 majoring in program at 5 years

- Percent of full time and part time enrollment by the end of five years.

As an online program most students will be part-time (90%).

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

4 graduates in three years, 4 in five years.

- Special skills specific to the program.

n/a

- Proportion of students who will achieve licensing, certification, or registration.

This is a graduate certificate, or credential, but not associated with teacher licensure or certification.

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

none for certificate

- Placement rates in related fields, in other fields, unemployed.

95% or higher

- Transfer rates, continuous study.

n/a

6. Program Accreditation

5. Program Characteristics and Performance Goals: (Form PG).

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

Cert program not fall under NCATE accreditation because it is not aligned with certification.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys
Expectation is high based on 5-year review of programing (current MSEd in ELL/ESOL)
- Expected satisfaction rates for employers, including timing and method of surveys
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7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The institution is proposing a MA in TESOL. The institution has already offered the MSEd program in ELL / ESOL providing expertise in English language preparation background.

For students seeking courses on campus we have an intensive English program (English as a Second Language) that will support practicum experience for program seekers.

8. Any Other Relevant Information:

Appendix A - catalog copy

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