



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Lindenwood University

Program Title: English for Speakers of Other Languages (ESOL K-12)

Degree/Certificate: Master of Arts

Options: N/A

Delivery Site(s): Lindenwood University, St. Charles, MO

CIP Classification: 13.1401

\*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory [highered.mo.gov/ProgramInventory/search.jsp](http://highered.mo.gov/ProgramInventory/search.jsp)

Implementation Date: August 2017

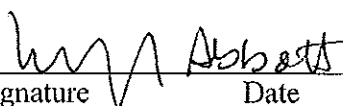
Cooperative Partners: N/A

\*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Marilyn S. Abbott, Provost and VPAA

Name/Title of Institutional Officer

 3/28/2017  
Signature Date

Cynthia Bice, Dean, School of Education

636-949-4618

Person to Contact for More Information

Telephone



**STUDENT ENROLLMENT PROJECTIONS-ESOL**

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Year	1	2	3	4	5
Full Time	2	3	4	5	6
Part Time	10	13	15	17	18
Total	12	16	19	22	25

Please provide a rationale regarding how student enrollment projections were calculated:

The conservative enrollment projections were derived by reviewing the existing data on student enrollment in the MA in Education with English for Speakers of Other Language (ESOL K-12) Emphasis for the past 6 years. The Lindenwood University School of Education has had between 1 and 10 students enrolled in our program during this timeline. While not all students are completers, a conservative estimate for the transition to the MA in Education with English for Speakers of Other Language (ESOL K-12) Emphasis based on the mean from the past 2 years (anticipating increasing enrollment in the near term) is 12 for this program. This is not typically a program that full-time students access because full initial teacher education certification is required for ESOL certification. There will be the expected natural attrition and increased demands in the school district position openings, therefore, increasing the need for teachers who have this certificate.

Provide a **rationale** for proposing this program, including **evidence of market demand and societal need supported by research**:

In 2014, according to the Missouri Department of Elementary and Secondary Education, 239 ESOL teaching certificates were issued. However, any district with more than 20 English Language Learners is required to hire a full time ESOL-certified teacher to meet mandated student-teacher ratios (MoDESE, Ideal Components of An English Language Learning Policy). Only 16 universities across the state of Missouri offer a certification program, and only two of these are in the St. Louis region. SIU Edwardsville is the only university near Belleville offering this certification in Illinois. In an exit survey of Teacher Education students and a statewide first year teacher survey, the lowest rated item was on knowledge of teaching English Language Learners. The Master of Arts in Education with an emphasis in English for Speakers of Other Languages (K-12) degree was changed to a Master of Arts in English for Speakers of

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Other Languages to better meet the new certification requirements of the Missouri Department of Elementary and Secondary Education.

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Form SE - Student Enrollment Projections



E. Free elective credits: 6  
EDU, EDS, or ESOL Electives as approved by Advisor  
(Sum of C, D, and E should equal A.)

F. Requirements for thesis, internship or other capstone experience:  
Students have the option of completing ESOL 56000: TESOL Practicum or ESOL 57000: TESOL Project as the capstone experience requirement.

G. Any unique features such as interdepartmental cooperation:

This program has 6 credit hours of electives from EDU, EDS, or ESOL Electives as approved by Advisor.



## PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Lindenwood University  
Program Name      Master of Arts in English for Speakers of Other Languages  
Date      March 28, 2017

(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.)

### 1. 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.  
No special preparation will be required.
- Characteristics of a specific population to be served, if applicable.  
Classroom teachers or others involved in ESL programs.

### 2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.  
Master's degree or higher in Education, demonstrated skills in utilizing technology to enhance learning, demonstrated skills in online teaching.
- 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.  
The estimated percentage of credit hours assigned to full-time faculty will be 45%.
- Expectations for professional activities, special student contact, teaching/learning innovation.  
Courses delivery options will be traditional, online, or hybrid so faculty will be expected to utilize technology in innovative ways in order to connect with students and build community remotely.

### 3. Enrollment Projections

- Student FTE majoring in program by the end of five years.  
25

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- Percent of full time and part time enrollment by the end of five years.  
Full time: 20%, Part time: 80% as most students will be working teachers.

#### 4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.  
Three years: 19 per annum, Five years: 25 per annum
- Special skills specific to the program.
- Proportion of students who will achieve licensing, certification, or registration.  
75% as some of the international students may not be interested in obtaining the Missouri state 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.  
There is no state or national assessment for this discipline.
- Placement rates in related fields, in other fields, unemployed.  
In an average month, there were 563 unique job postings for Adult Basic and Secondary Education and Literacy Teachers and Instructors, and 2,831 actually hired. This means there were approximately 5 hires for Adult Basic and Secondary Education and Literacy Teachers and Instructors for every 1 unique job posting. The economic outlook information is from [https://e.economicmodeling.com/analyst/?t=282Jm#h=7GgvW&page=occupation\\_report](https://e.economicmodeling.com/analyst/?t=282Jm#h=7GgvW&page=occupation_report)
- Transfer rates, continuous study.  
It is predicted that 100% who enter the program will remain in the program. Some of the current students who are enrolled in the Master of Arts in Education with an emphasis in ESOL may transfer into this new Master of Arts in English for Speakers of Other Languages.

#### 5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. **If there are no plans to seek specialized accreditation, please provide a rationale.**  
We will seek advanced accreditation through the Council of Accreditation for Education Preparation (CAEP) for this program during our next review cycle. The program has been approved for offering by Higher Learning Commission.

#### 6. Alumni and Employer Survey

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- Expected satisfaction rates for alumni, *including timing and method of surveys*.  
100% of alumni will report satisfaction or high satisfaction with the program in annual electronic surveys.
- Expected satisfaction rates for employers, including timing and method of surveys.  
100% of employers will report satisfaction or high satisfaction with program alumni in annual electronic surveys.

#### **7. Institutional Characteristics**

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

We have strong international undergraduate student enrollments, with many interested in obtaining this degree. With the addition of our early access to graduate school, we predict that this will attract many of the international undergraduate students into the graduate program.