

**NEW PROGRAM PROPOSAL FORM**

Sponsoring Institution(s): Northwest Missouri State University

Program Title: MA in Teaching English to Speakers of Other languages

Degree/Certificate: Master of Arts

Options: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Delivery Site(s): Maryville campus  
online

CIP Classification: 13.14.01 (Please provide a CIP code)

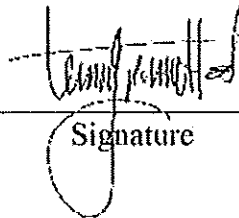
Implementation Date: Spring 2017

Cooperative Partners: n/a

Expected Date of First Graduation: Spring 2019

**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>20</u>	<u>30</u>	<u>40</u>	<u>40</u>	<u>40</u>
<i>Total</i>	<u>20</u>	<u>30</u>	<u>40</u>	<u>40</u>	<u>40</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?

NWMSU international recruiter has estimated based on his international recruiting and students internationally who inquire if we have aMAin Teaching ESOL that we could have on campus 20 students per year. As the MA in TESOL program is expected to take an average of two years to complete, it is estimated that following the initial year, there would be 40 students enrolled each year. Additionally, from the Intensive English Program on NWMSU campus, the teachers have estimated that there are about 10 students per year that inquire to them about the existence of aMAin Teaching ESOL. This serves to help insulate the estimated 20 students per year enrollment. Additionally, from 2010-2014 NWMSU had a posting on the TESOL.org website advertising our current MSEd in Teaching ELL/ESOL.

A. Market Demand:

. National, state, regional, or local assessment of labor need for citizens with these skills  
This program is being built to compete with programs across the national and around the globe. There are not competing programs within the NW catchment area that are offered similar to this program. Having this MA in TESOL is extremely marketable overseas, as the denotation of MA is widely understood/acknowledged where a MSEd is not as recognizable.

This program is being designed not to only meet the demand within the state or region, but rather to meet the demand nationally and internationally. More specifically, this program would meet the needs of people who live in the United

2. Need (Form SE - Student Enrollment Projections)

States and want to go abroad to teach English in either a school overseas, a language institute overseas, or at a company overseas. Additionally, this would meet the needs of a foreign student who is wanting to receive a Masters of Arts degree from an institution of higher education within the United States in order to teach overseas and/or to increase their salary by attaining a Master's degree from an institution of higher education in the United States. From 2010-2014 NWMSU had a posting on the TESOL.org (international organization) for the current MEd in Teaching English to Speakers of Other Languages/English Language Learners (which requires certification prior to admittance), an average of ten inquiries were made annually. Most if not all of these were people who were wanting to work overseas, and did not have a current certification to take part in the MEd program.

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 new MA in TESOL will serve both teachers from around the globe and professionals.

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?

This program will offer students a Master of Arts in Teaching English to Speakers of Other Languages. Missouri Western offers a Masters in Assessment with an emphasis in English to Speakers of Other Languages. Lindenwood offers a Master of Arts in Education with an emphasis in English to Speakers of Other Languages (ESOL). Truman University offers a Master of Arts in English. Missouri State offers a Master of Arts in Letters with a Teaching English to Speakers of Other Languages track. University of Missouri Kansas City offers a Master of Arts in Romance Languages and a Master of Arts in English. Saint Louis University offers a Master of Arts in English and a Master of Arts in Teaching. University of Missouri offers a Teaching English to Speakers of Other Languages certificate and a Masters of Education in Learning and Teaching with an emphasis in Teaching English to Speakers of Other Languages. However, none of these schools in our area offer a Master of Arts in Teaching English to Speakers of Other Languages (TESOL).

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: -323

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: 32-33 hours

Core TESOL Courses (total 21 hours):

62-687 Sociolinguistics (3)

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

62-582 Linguistics and Teaching ELL/ESOL (3)

62-680 Theories of Language Acquisition (3)

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

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

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

\_\_\_\_\_

Language/Education Electives (8-9 hours):

61-649 Issues in Ed (3)

62-690 English for English Language Learners (3)

14-500 Graduate Foreign Language Course (3)

10-500 Graduate English Course (3)

62-686 Practicum: Teaching ELL/ESOL (1-3)

As approved by advisor

Research Coursework (3 hours):

61-682 Methods of Ed Research (2)

61-683 Research Paper (1)

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

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

Research Paper is capstone

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

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: \_\_\_\_\_

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.

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) or PTE (53)

3. Goals Statement

- Characteristics of a specific population to be served, if applicable.  
Domestic and international students

**Faculty Characteristics**

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

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

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

### Enrollment Projections

- Student FTE majoring in program by the end of five years.  
40 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.  
10 graduates in three years, 20 in five years.
- Special skills specific to the program.  
n/a
- Proportion of students who will achieve licensing, certification, or registration.  
The MEd in ELL / ESOL is the certification licensing path, this program seeks no such path for its graduates.
- 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.  
80% comprehensive exam required
- Placement rates in related fields, in other fields, unemployed.  
90% or higher
- Transfer rates, continuous study.  
n/a

## 6. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.  
MA program may 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 programming (current MEd in ELL/ESOL)
- Expected satisfaction rates for employers, including timing and method of surveys  
Expectation is high based on 5-year review of programming (current MEd in ELL/ESOL)



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

7. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

The institution has already offered the MEd 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

Catalog (Current) <i>None exists</i>	Catalog (Proposed)
<p>Course Description</p> <p>Major Requirements</p> <p>Minor Requirements</p> <p>Total hours</p>	<p>Course Description: Course Description: The proposed MA in Teaching ESOL is closely related to the MEd In Teaching ELL/ESOL program, sharing a common core. The MA in Teaching ESOL is built as a non-certification on-line program. Additionally, a credential/certificate in Teaching English to Speakers of Other Languages program is offered as a separate track. While residency is recommended during either the Practicum experience or the language course experience, it is not required.</p> <p>MA in Teaching ESOL Program Major Requirements: For admittance to program:</p> <ol style="list-style-type: none"> <li>1. Undergraduate GPA: 3.0 on a 4.0 scale or a 2.75 GPA will be considered for conditional admission</li> <li>2. GRE (143 verbal) or TOEFL (79) or IELTS (6.5) or PTE (53)</li> <li>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.</li> </ol>

	<p>OR</p> <ol style="list-style-type: none"> <li>1. Successful completion of the TESOL Credential/Certificate</li> </ol> <p>Completion of the program requires:</p> <ol style="list-style-type: none"> <li>1. Writing Sample: in-house writing sample (CUNY Scale, 3.5 or higher)</li> <li>2. Successful completion of research paper</li> <li>3. Successful completion of comprehensive assessment and portfolio]</li> </ol> <p>Core TESOL Courses (total 21 hours):</p> <p>62-687 Sociolinguistics (3)          62-580 Methods &amp; Techniques of Teaching ELL/ESOL (3)          62-582 Linguistics and Teaching ELL/ESOL (3)          62-680 Theories of Language Acquisition (3)          62-682 Materials &amp; Curriculum Design for Teaching ELL/ESOL (3)          62-686 Practicum: Teaching ELL/ESOL (3)          62-692: Assessment Strategies for Teaching ELL/ESOL (3)</p> <p>Language/Education Electives (8-9 hours):</p> <p>61-649 Issues in Ed (3)          62-690 English for English Language Learners (3)          14-500 Graduate Foreign Language Course (3)          10-500 Graduate English Course (3)          62-686 Practicum: Teaching ELL/ESOL (1-3)</p> <p>Research Coursework (3 hours):</p> <p>61-682 Methods of Ed Research (2)          61-683 Research Paper (1)          (Or approved by advisor)</p> <p>Total hours: 32-34          Comprehensive Final: Portfolio</p>
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