

**MISSOURI STATE UNIVERSITY**

**Master's Degree in**

**Applied Second Language Acquisition**

**A proposal for the Missouri State Department of Higher Education**

**3/31/2014**



I. New Program Proposal (form NP)

Sponsoring Institution(s): Missouri State University

Program Title: Master of Applied Second Language Acquisition

Degree/Certificate: Master's Degree

Options: French, Spanish, TESOL

Delivery Site(s): Missouri State University (Springfield)

CIP Classification: 16.0199

Implementation Date: August 2014

Cooperative Partners: N/A

Expected Date of First Graduation: August 2016

AUTHORIZATION

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Master of Applied Second Language Acquisition Proposal Program  
Depts of Modern and Classical Languages Department and English Department

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### **III. Executive Summary**

The Master of Applied Second Language Acquisition at Missouri State University, with its three language tracks, will emphasize the processes of language-learning and proficiency development, integrating both the formal and the cultural aspects inherent in languages. Its candidates will already possess personal experience in language-learning, but the program will train them to be leaders whose knowledge of Second Language Acquisition and related attitudes exhibit cultural competence and community engagement.

These students reinforce verbal skills and gain vocabulary in their native languages based on their knowledge of the target language; they also learn new structures, new attitudes, new tastes and new perspectives. Their language study allowed them to develop an acute sense of place and symbol as part of a culture. Language Professionals have the responsibility and the opportunity to present symbols and values of the target culture at their true weight, which leads students to a golden opportunity for critical thinking and analysis of the symbols and values of their home culture. The discovery of such parallels often brings students closer to understanding how societies form and establish their cohesiveness. Oftentimes, language plays a key role in assimilation and representation. It also makes them more conscious of how certain populations can be marginalized in the absence of a common will or protective structure. The cross-disciplinary aspect of the process, and the program, seems evident, as students will be looking at architecture, artistic creations, and geographic sites of worldwide cultural value and significance, and determining how each category contributes to or reflects linguistic elements that they have studied.

The faculty in this program is multi-national, with a wealth of cross-cultural experience in languages, migration, and integration. Several of the faculty have taught in other countries, either a second language or their native language to international groups, either in the state educational system, or in the private sector. Student research will undoubtedly draw on such professional experiences in its articulation, but may well be applied or developed to serve diverse populations locally or nationally. These Language professionals may accept positions in local schools; they may also choose to work anywhere second language training is required—in business, in government, in non-governmental organizations. They may equally decide to go on to a PhD program in Second Language Acquisition or the individual language. The originality and strength of this program rests in its collaborative and multi-faceted nature, since it will provide students with a unique environment in which to explore and understand the individual complexities involved in a specific language, and the collective commonalities of second language acquisition.

### **IV. Alignment With Mission and Goals**

This proposed program aligns with stated goals of the Missouri Department of Higher Education as outlined in the rationale. As for its alignment with University or Departmental Missions and Goals, the Graduate College has set its goal as that of “developing individuals who have advanced abilities to address issues of significance for the quality of life.” Within this degree program, the participating departments have identified a set of key courses that contain content essential to enable students to develop those advanced abilities in the area of Second Language Acquisition, which would position the graduates to respond to the need in our community for language professionals who understand how language is acquired by each individual, with all of the cultural and societal implications therein. These combined elements are congruent with to the University’s Public Affairs mission, in relation to the development and growth of Cultural Competence, Ethical Leadership, and Community Engagement. The

graduates of this program will possess a deeper understanding of the links between language, culture, and community—their actions in the exercise of their profession will permit greater integration, participation, and belonging to society as whole to the individuals that they will serve. This understanding echoes a principle in the University Community preamble which states “Community, civility and the search for knowledge and truth are the essence of University life. A community is a group of people who hold something fundamental in common. A University is a community whose common purpose is the creation, preservation and sharing of knowledge and understanding,” and will further contribute to the discourse by reinforcing the individual and the community at the same time. Further comments on the program and its contribution to the University Public Affairs mission in the Institutional Characteristics section 8.

### **Rationale for the Proposed Program**

Over the past 10 years, educators and policy makers have repeatedly emphasized the relationship between multilingualism and professional and economic development, both for individual students and for the state itself. In 2008, the Missouri Dept of Higher Education adopted a coordinated plan, “Imperatives for Change: Building a Higher Education System for the 21<sup>st</sup> Century,” which outlined a set of objectives related to educational needs identified for Missouri and its citizens, to promote workforce quality and quality of life.

(See <http://dhe.mo.gov/ifc/>)

In Objective 2E, this document recognizes the importance of understanding ‘international and cultural issues, and developing critical thinking.’ The words ‘international’ and ‘cultural issues’ naturally bring into focus different languages, with their various cultural references, products, and practices. In addition, the contribution of language-learning to the development of critical thinking has been universally accepted, because the process of language acquisition brings students to explore both the grammatical constructs inherent in each language which form communication, and the cultural codes of practice that influence the message communicated.

Furthermore, Objective 2C directly cites the goal of increasing the number of graduate degrees awarded in critical fields. In its 2011 Program Review Summary, the Coordinating Board for Higher Education identified foreign language as “a skill ‘critical to Missouri’s future,’ and a state resolution listed foreign language as an indispensable skill for the global workforce.

(See <http://www.dhe.mo.gov/documents/ProgramReviewSummaryReport.pdf>)

Indeed, while American society does have many multilingual sub-populations, the overwhelming majority of its members are monolingual. This puts the country at a disadvantage compared with its most frequent rivals in the STEM fields in Western Europe, Latin America, and Asia, because of the core emphasis placed on World Language instruction in the whole of the European Union and elsewhere. The connection between the STEM fields and languages was the subject of a recent Q & A exchange at the JNCL-NCLIS, involving a student from the Thomas Jefferson Science and Technology High School in Joplin and President Obama’s Science and Technology Advisor and Director of OSTP, Dr. Holdren.

(See <http://www.tubechop.com/watch/953336>)

In this exchange, the important role of English as an international language is mentioned; It is a reality that many countries in the world already have in place the structures that allow their citizens to acquire a high functional ability in English, but often, American English is not the focus. The United States as a nation needs to wake up and notice the many cultural and economic opportunities that are missed every day because of the lack of emphasis placed on language-learning generally. Communication requires an exchange, with understanding, within a commonly accepted code. Language is that code, whether it be English, French, or Spanish. The needs of the state of Missouri and its citizenry will be better served with the development of an educated group of language professionals who understand how language is acquired by each individual. The Modern Language Association concluded in a recent report that "[t]he arts of language and the tools of literacy are key qualifications for full participation in the social, political, economic, literary, and cultural life of the twenty-first century [and that] interpretation, translation, and cross-cultural communication are essential in today's world." Otherwise, the participants cannot be effective, and will be passed by.

(See [http://www.mla.org/pdf/2008\\_mla\\_whitepaper.pdf](http://www.mla.org/pdf/2008_mla_whitepaper.pdf))

The issue of increased language proficiency is currently before the U.S. Congress, in the bill sponsored by Rep. Holt and Sen. Lautenberg to support innovative approaches to language learning. In the press release on the Foreign Language Education Partnership Program Act, Rep. Holt laments: "Because of poor foreign language education, American companies today lose international contracts, our scientists miss important opportunities for collaboration and clues critical to our national security go untranslated,[...] We need to improve dramatically how our children learn languages by establishing a foundation at the earliest ages and building on it through high school, college, and beyond."

(See <http://www.languagepolicy.org/documents/LAUTENBERG.pdf>)

To support these initiatives, IHEs have to offer advanced degree programs that will produce speakers with Advanced or Superior proficiency in the language that they choose to study, and who understand the process of Second Language Acquisition. Some of these individuals will be heritage learners of French or Spanish, who do possess rough oral proficiency from learning the native language of their parents, but who often remain functionally illiterate, because they are not taught reading and writing and other content directly in the second language. Whatever track they choose, the students pursuing this Master's will acquire deeper knowledge of their own language and culture during their study, parallel to their mastery of the second language of their choice. In order to serve the growing, diverse populations in the State of Missouri, the techniques and skills related to Second Language Acquisition also have to be focused on those whose native language is not English, in order to support and develop their skills in English. These populations include International Students (graduate and undergraduate), as well as immigrants to the United States,

Traditionally, graduate programs often have structures and curricula through which the language is learned through the literature, and little or no emphasis is placed on the acquisition process of the language itself. In the event that this distinction is made, faculty members are also tracked based on

their area of practice, either language or literature. In 2010, the Modern Language Association released a report in which it studied the “two-tiered system” and noted the following: “the two-tiered system exists elsewhere in the humanities—in English programs, for example, where composition and literary studies are frequently dissociated in parallel structural ways.” In this report, the MLA commented on the real needs to be met by graduate studies, clearly presenting an integration of the language studied and its products: “graduate studies should provide substantive training in language teaching and in the use of new technologies in addition to cultivating extensive disciplinary knowledge and strong analytic and writing skills”

(See <http://www.mla.org/flreport>)

Many of the students in this program will be native speakers of English who are passionate about the English language, with all of its complexities, and who wish to pursue the goal of understanding how people learn English. The TESOL graduate certificate track in the English Department already exists as a functioning and well-subscribed program, however, during our discussions, we realized the theoretical and practical intersections of our different areas of language acquisition, and identified a better fit for cooperation and cross-curricular teaching between the faculty teaching in these content areas.

Accordingly, the faculty of the Departments of English and of Modern and Classical Languages has sought to construct a new Master’s of Applied Second Language Acquisition that builds on the common understanding of what SLA entails, to then also allow students to specialize in a language track, in order to pursue the field of interest and apply the knowledge gained directly to, and in, a specific language. We believe that this structure will provide greater cooperation and coherence between language professionals in the State, will contribute to the overall economic and social health of our society, and will provide an invaluable service to Missouri’s changing population.

We believe the degree program presented will better serve the needs of the people of the state by connecting languages and cultures to each other in a way which clearly allows for their differences, but which also builds on their commonalities. The program capitalizes on the students’ interest in language-learning and communication, but also recognizes the importance of literacy, and literary production. The interdisciplinary and multilingual aspect of the program will prepare its graduates to perform and succeed in the global environment that surrounds them

### **Benefits of the Proposed Program**

The primary advantages of the program structure include

- Greater efficiency from an administrative perspective—it uses the knowledge and expertise of diverse faculty from two departments
- This program will require no new resources at this time, and expands opportunities by maximizing existing instructional, advising, space and equipment resources Additional faculty may be required at a future time, based on projected retirements

- More emphasis on combining specific language study with both practical and theoretical work in related disciplines (interdisciplinary)
- Encourages students to connect language skills to other professional skills training
- Encourages exchanges between faculty across departments on campus
- Flexible structure allows students more autonomy in their choices relative to their career and interests
- Recognizes and fulfills a need in the region for advanced degrees focused on language acquisition
- Emphasizes the substantial shared corpus of research and pedagogies in the field of second language acquisition, whether focus is ESL or World Languages  
Creates a professional learning community of cross-disciplinary language professionals in the region

**1. Need:**

**A. Student Demand:**

- i. Estimated enrollment each year for the first five years for full-time and part-time students

Form SE	Year				
	1	2	3	4	5
Full Time	6	8	10	12	13
Part Time	4	6	8	10	12
Total	10	14	18	22	25

- ii. Will enrollment be capped in the future? If student demand far exceeds the projected figures, then the two participating departments and their governing college within the university would have to make the decision whether to cap enrollments or to fund further faculty positions to meet the demand.

**B. Market Demand:**

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

Language-learning in the United States touches many aspects of everyday life, including economic development and maintenance, delivery of health care services to a diverse, often pluri-lingual public, increased literacy and critical thinking, and civic engagement. As demographics change, there will be a greater and greater demand placed on service providers related to language, and yet, the acquisition of a second language is often seen as a daunting task. In order to meet this increasing need, the State needs to cultivate language professionals who understand the processes of how one learns a second language, including not only the grammatical structures and vocabulary on which expression depends, but also the cultural practices and perspectives that motivate the way in which ideas are communicated. This program's structure is built around those principles. The faculty in Modern and Classical Languages and in English involved in this proposal determined that there is no such integrated cross-disciplinary program at the Master's level in the state of

Missouri. Indeed, many of the graduate degree programs in the state only have graduate certificates as 'add-ons' to other or previous degrees. The Master in Applied Second Language Acquisition will provide a framework to train language professionals ready to work to bridge the gaps of understanding between speakers of English, Spanish, or French.

**C. Societal Need:**

- i. General needs which are not directly related to employment

Learning a different language involves not only acquiring the words and phrases to communicate, but also learning about the unique cultural perspective of speakers of that language. The process requires the learner to explore and understand the - significance of gestures and traditions; the learner also benefits additionally from reflection on his/her native culture and language. The demographics in Springfield, Missouri have been changing dramatically over the past 5 years, to include international communities whose first language is not English, so these subjects of conversation come up often in the public sphere. Any community can be positively affected by each graduate from such a program, because arguably they will be the voice of welcome and integration.

**D. Methodology used to determine "A" and "B" and "C" above.**

- The English Department currently has a Graduate Certificate in TESOL for which the following enrollment numbers can be provided as a good indicator of student demand for a graduate program in this field:

Certificates awarded 2009-Spring 2013	Students currently enrolled in certificate program for Fall 2013
18	11

This program attracts both native speakers of English and non-native speakers of English, both local and international, as do the undergraduate courses in French and Spanish. We feel certain that the same diversity would bear out in the student population in this proposed Master's program.

- Surveys:
  - a) surveys were distributed and collected at a regional conference in March 2012 and at a State-wide conference in October 2012. The populations who regularly attend these conferences consisted of pre-service teachers and in-service teachers. Therefore, it was determined that they would provide MCL with a good sampling of opinions and preferences relative to the proposed Master's in Applied Second Language Acquisition.
  - b) In addition, surveys were made available on the Foreign Language Association of Missouri's website (see [www.flamnet.org](http://www.flamnet.org)).
- Numbers:
  - a) 29 surveys received from in-service teachers
  - b) 8 surveys received from seniors or recent Graduates

As the survey was voluntary, the response pool was relatively small. However, it is worth noting that since the graduate TESOL certificate program has a demonstrated demand, the questionnaire was addressed only to students/professionals in World Languages.

- Results by question (only questions common to ALL questionnaires are included here):

1. Do you hold a Master's degree?	18 yes; 7 no; 1 n/a
2. Would this MA type interest you?	23 yes; 7 no; 3 n/a
3. Which delivery format would be the most attractive?	Mix 18; face to face 11; n/a 7; online only 4
4. When would you be available for classes?	Evening 21; day 6; online only 2; n/a 7
5. How many classes would you be likely to take per semester?	2 classes 13; 1 class 8; 1 or 2 classes 4; 3 classes 2; n/a 10

Some of the questions had write-in 'maybes' or other comments. Some put more than one possibility as their answer, so this is why the number totals vary by question.

There appears to be a fair amount of interest in the state for this type of master's degree. The format preferred would seem to be blended, with some face-to-face and some online. The face-to-face meetings would need to be in the evening.

This degree program will serve a student population made up of both part-time and full-time students. Some of the students will decide to pursue this degree full-time directly after completion of their bachelor's degree; others will be certificated K-12 in-service teachers who will need to balance their working life with their studies.

## 2. Duplication and Collaboration (Form CL):

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?

After careful consideration of existing programs in public institutions, area vocational technical schools, and private career schools, no similar programs were found within the State of Missouri. Because of geographical considerations, the search was extended to Kansas, Arkansas, and Oklahoma, since cross-border institutions often extend in-state tuition rates to Missouri students.

Within the programs examined in-state, the vast majority only offered Graduate certificate programs in TESOL or ESL, with no possibilities of adding a graduate-level certificate in Second Language Acquisition with a concentration in a World Language other than English. The only exception was at Washington University in Saint Louis, which offers a graduate certificate in Language Instruction with a similar emphasis, but Master's level students are not eligible; the certificate program is only offered to students enrolled in a doctoral program.

The other most common programs offered in the State of Missouri were the Master of Arts in Teaching, and the traditional Master of Arts in French, Spanish or English, with a literary emphasis. These programs represent the divided nature of language study discussed in the rationale for Missouri State's integrated program. In designing the Master of Applied Second Language Acquisition, the faculty in Modern and Classical Languages and English maintain that advanced study in this field must integrate both courses focused on the acquisition of functional language ability and

understanding of those processes, and courses that explore the cultural and literary products of each language, as illustration of their unique features.

The programs offered outside of the State of Missouri mirrored the tendency to focus on ESL or TESOL or literature at the graduate level, with the exception of Kansas State, which does offer a Master of Arts in Second Language Acquisition, with French, German, and Spanish in the World Languages tracks, or TEFL. With regards to initial certification, the program targets students who already hold teaching certification, or those who are seeking to pursue some professional activity internationally or in fields other than education. At a distance of 289 miles, however, this program would not be available for interested students in this area, since many of them will have jobs and family responsibilities in Springfield.

Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete the rest of this section (Form CL. If no, state not applicable and go to item 3.

N/A

Length of agreement (open-ended or limited): \_\_\_\_\_

- A. Which institution(s) will have degree-granting authority?
- B. Which institution(s) will have the authority for faculty hiring, course assignment, evaluation, and reappointment decisions?
- C. What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?
- D. Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?
- E. What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?
- F. In addition to the information provided by each participating institution regarding Financial Projections (item 4 below), please address the following items:
  - I. How will tuition rates be determined if they differ among the institutions?
  - II. Has a formal agreement been developed regarding cost-sharing policies? If yes, please include it as part of the proposal. If no, please summarize the current understanding between all parties and the plans for developing a formal agreement.
  - III. What arrangements, if any, have been made for exchange of money between participating institutions?
- G. What commitments have been made by all participants to evaluate the program systematically?
- H. If one institution wishes to discontinue the program, what agreements exist for terminating the offering?

**3. Program Structure (form PS):**

- A. What are the total credits required for graduation? This should match C+D+E below.

33 (crs)

B. Are there any residency requirements?

N/A

Total Credits by Category

C. General Education courses: Total credits required: N/A

List of classes that contribute to this total (an example has been entered).

N/A

D. Major requirements: total credits required: 33 (crs)

List of classes that contribute to this total (an example has been entered).

**Second Language Acquisition Core.** All candidates complete the following 15-hour core:

- |    |             |   |       |
|----|-------------|---|-------|
| 1. | ENG 691     | Linguistic Theory                                     | 3 crs |
| 2. | ENG 695     | Principles of Second Language Acquisition             | 3 crs |
| 3. | ENG 700     | Introduction to Research Methods in English           | 3 crs |
|    | or MCL 710* | Advanced Research in the Discipline                   |       |
| 4. | ENG 696     | Materials and Assessment in TESOL                     | 3 crs |
|    | or MCL 696* | Materials and Assessment in Foreign Language Teaching |       |
| 5. | ENG 605     | Methods in TESOL                                      | 3 crs |
|    | or MCL 700* | Advanced Teaching Methods and Technology              |       |

\*Candidates pursuing the TESOL track are encouraged to enroll in the ENG classes to fulfill requirements 3-5, whereas those pursuing tracks in French or Spanish should enroll in the MCL classes. However, with advisor approval, candidates may take either ENG or MCL classes to fulfill requirements 3-5, regardless of track.

**Language Track.** All candidates must complete one of the following 15-hour language tracks:

A. Teaching English to Speakers of Other Languages (TESOL)

1. Complete each of the following:

- |         |  |         |
|---------|--|---------|
| ENG 688 | Sociolinguistics for Language Teaching | 3 hours |
| ENG 690 | Grammatical Analysis                   | 3 hours |
| ENG 793 | Seminar in Linguistics                 | 3 hours |

2. Complete 6 hours in electives from among the following:

- |         |   |         |
|---------|---|---------|
| ENG 793 | Seminar in Linguistics<br>(if topic different from ENG 793 above) | 3 hours |
| ENG 792 | Linguistics in Rhetoric and Composition                           | 3 hours |
| ENG 689 | Studies in Linguistics  | 3 hours |
|         | Any 700-level ENG course in literature, composition, or rhetoric  | 3 hours |

## B. French

1. Complete each of the following:

MCL 724	Seminar in Linguistics for Foreign Languages	3 hours
FRN 725	Seminar in Francophone Literature and Culture	3 hours
FRN 735	Advanced French Proficiency	3 hours

2. Complete 6 hours in electives from among the following:

ENG 688	Sociolinguistics for Language Teaching	3 hours
MCL 650	Advanced Study Abroad	3-6 hours
MCL 697	Topics for Teachers of Foreign Languages	1-6 hours
MCL 701	Applied Foreign Language Practicum	1-3 hours
RDG 660	Diversity Issues in Literacy and Content Area Instruction	2 hours

## C. Spanish

1. Complete each of the following:

MCL 724	Seminar in Linguistics for Foreign Languages	3 hours
SPN 725	Seminar in Hispanic Literature and Culture	3 hours
SPN 735	Advanced Spanish Proficiency	3 hours

2. Complete 6 hours in electives from among the following:

ENG 688	Sociolinguistics for Language Teaching	3 hours
LLT 696	Hispanic Literature in Translation	3 hours
MCL 650	Advanced Study Abroad	3-6 hours
MCL 697	Topics for Teachers of Foreign Languages	1-6 hours
MCL 701	Applied Foreign Language Practicum	1-3 hours
RDG 660	Diversity Issues in Literacy and Content Area Instruction	2 hours
SPN 610	Advanced Translation	3 hours

## Research Requirement

Candidates must enroll in three hours of MCL 798 and complete two degree papers. Under the supervision of a faculty advisor, candidates will revise and expand two papers or other projects previously submitted in conjunction with two different courses in the program. Candidates can only enroll in MCL 798 upon completion of 18 hours of MASLA coursework.

- E. Free elective credits: Other than the electives listed under requirement 2 of each track there are no "free elective" credits. In all cases students choose from a menu of approved courses.
- F. Describe any requirements for thesis, internship or other capstone experience.

Candidates must enroll in three hours of MCL 798 and complete two degree papers. Under the supervision of a faculty advisor, candidates will revise and expand two papers or other

projects previously submitted in conjunction with two different courses in the program. Candidates can only enroll in MCL 798 upon completion of 18 hours of MASLA coursework.

**G. Describe any unique features such as interdepartmental cooperation.**

The program itself directly involves 2 departments, Modern and Classical Languages and English. The elaboration of the program structure, including the required courses, and electives, was completed with considerable consultation and discussion between the departments, including both faculty and department heads. Students in the program will be taking courses in both departments—these courses will be taught by a variety of Graduate faculty from each department; faculty may jointly supervise degree papers, depending on the subject. Language requirement assessment results will be evaluated by faculty from the appropriate language (French, Spanish, or English).

4. **Financial Projections (for public institutions only; Form FP):** Please complete table at the end of this document. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate table for each institution.
5. **Program Characteristics and Performance Goals (form PG).** For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

(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.)

**A. 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.

Candidates wishing to pursue the Master of Second Language Acquisition have additional requirements for application and admission depending on the chosen language track. For the students wishing to pursue the TESOL track, the following documentation must be submitted to the English Department: a) A personal statement (a 200- to 250-word description of the reasons and goals behind your interest in graduate studies in TESOL); b.) At least two letters of recommendation from individuals able to speak of the applicant's academic achievements and potential; c.) A writing sample (a 10-15 page critical paper in English or portfolio of writing samples). Candidates wishing to pursue the French track must submit the following to the Modern and Classical Languages Department: a.)A Personal Statement (a 200- to 250-word description of the reasons and goals behind your interest in graduate studies in French);b.) At least two letters of recommendation from individuals able to speak of the applicant's academic achievements and potential; c.) Evidence of written proficiency in French consistent with the ACTFL Advanced Level (an official ACTFL Writing Proficiency Test score dated within the past three years or a 5-10 page

paper written in French); d.) An official ACTFL Oral Proficiency Interview score of at least Advanced Low dated within the past three years.

Candidates wishing to pursue the Spanish track must submit the following to the Modern and Classical Languages Department: a.) A Personal Statement (a 200- to 250-word description of the reasons and goals behind your interest in graduate studies in Spanish); b.) At least two letters of recommendation from individuals able to speak of the applicant's academic achievements and potential; c.) Evidence of written proficiency in Spanish consistent with the ACTFL Advanced Level (an official ACTFL Writing Proficiency Test score dated within the past three years or a 5-10 page paper written in Spanish); d.) An official ACTFL Oral Proficiency Interview score of at least Advanced Low dated within the past three years. Students who do not meet the minimum GPA requirement or the GRE test qualifying score, but who show high promise may be admitted conditionally. As conditions of admission, they may be required to take extra courses to make up deficiencies (including weaknesses in writing) or they may have other requirements stipulated.

TESOL track candidates must provide evidence of intermediate-level proficiency in a language other than English. The language proficiency requirement may be met through one of the following options: (a) completion of 12 hours of undergraduate course work in a foreign language with at least a "C" average; (b) completion of the second intermediate foreign language college course with a grade of "C" or higher; or (c) passing a reading competency test equivalent to the level of the second intermediate foreign language college course administered by the Department of Modern and Classical Languages.

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

Many of the students pursuing this degree part-time will already be in-service K-12 teachers in districts in the region. For this population, the courses have to be offered in a flexible format, in order to allow the students time to complete their professional obligations as well. For the purposes of career advancement, these students will also need to show participation in professional development to maintain or increase their skills relative to their job responsibilities. b) Because this degree program involves other World Languages as well as English, the likelihood is that it will attract both heritage speakers of track languages who reside in the United States, and international students. Missouri State is committed to encouraging diversity in its recruitment in diverse populations with regards to ethnic backgrounds, gender, students with disabilities, and national or international origin. The presence of a diverse student population within this program will serve to deepen the overall understanding of the second language acquisition process, since it will bring into focus the different approaches to the subject from different parts of the country and the world.

## **B. Faculty Characteristics**

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

Faculty teaching in this degree program must have Graduate Faculty status, which requires a terminal degree in their content area and documented publications in related

fields. Graduate faculty also have to be approved by the other Graduate faculty members in the department before they can serve. Additionally, although there is no requirement of this kind, the international composition and combined experience of the faculty involved in the program will greatly contribute to the students' learning.

- 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% of credit hours in this program will be assigned to full-time faculty in both English and Modern and Classical Languages.

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

The faculty involved in this program will be engaged with working professionals with a fair degree of specialized training, and will be expected to participate in conferences and research in SLA. The special student contact will take place during the practicum, where there will be observations and interactions with other area professionals acting as mentors for the students; the faculty will serve as supervisors and advisors. There will be further opportunities for special student contact during the different phases of the degree paper, from the definition of the subjects, through the research, and during the final interview. The whole of this program is innovative, because it puts the future specialists in language acquisition within a true cohort of fellow professionals for their entire program, which often was not their experience as undergraduates, since the language courses at that stage are a mixture of majors and minors, and a mixture of proficiency levels within a range represented by the semester of study. Second language acquisition is a fascinating process which demands a great deal of time and effort on the part of the student, and the benefits of peer to peer learning cannot be understated. The other supervisory role of the faculty will be with those students who are awarded Graduate Assistantships.

#### **C. Enrollment Projections (repeat section 1.A.i)**

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

Year 5: 13 FTE and 12 part-time students.

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

52% of enrollment will be full-time; 48% of enrollment will be part-time.

#### **D. Student and Program Outcomes**

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

Graduates per annum 3 years after implementation: 6

Graduates per annum 5 years after implementation: 10

- Special skills specific to the program.

Students who pursue this degree will possess advanced language proficiency in a second language; they will also have analytical skills directly related to the language acquisition process. Because this degree program emphasizes Second Language Acquisition, there is a language requirement for all three tracks: for French and Spanish, the level requirement is set at Advanced on the ACTFL scale; for the TESOL track, the level is Intermediate on the ACTFL scale, in a language other than English.

Upon completion of this program, the successful candidate will a) describe in detail grammatical and linguistic features of the language studied; b) apply principles of second language acquisition to case studies and specific populations; c) analyze materials and assessments for their applicability to second language acquisition; d) synthesize linguistic elements and language skills to enable proficiency development; e) explain the significance of the perspectives and products of the target language as these contribute to the second language acquisition process

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

Students pursuing the Master of Second Language Acquisition who wish to become K-12 certified will need to contact the Missouri Department of Elementary and Secondary Education and complete the certification process individually. Many of the students will already possess certification in their content area; this program will serve as an advanced degree, separate from 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.

We expect that 100% of the students pursuing this degree program will obtain the benchmark scores on the ACTFL proficiency tests (written proficiency will be evaluated using the WPT and oral proficiency will be evaluated using the OPI); this is a requirement because the language track specific content area courses will be taught primarily in the target language, with significant readings in that language. We expect that 90% will reach the benchmark scores on the GRE; there is a process integrated into the program for otherwise qualified applicants (e.g. those with significant experience in this area) to be admitted on a provisional basis.

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

Because of the cross-disciplinary nature of this degree program, we expect the projected rate of placement in related or other fields is 100%. As mentioned previously, many of the part-time students in this program will already be employed either as certified K-12 educators; they might also be employed in the private sector where

multilingual populations intersect, and where there is a need for training managers. With this master's degree in hand, students can also pursue positions on the faculties of community or technical colleges, or indeed any institution of higher education with positions that do not require a terminal degree. The curriculum is also designed to provide students with the potential of continuing their studies in a doctoral program in SLA, or in a related field.

- Transfer rates, continuous study.

Because of the unique cross-disciplinary nature of this program within the State of Missouri, as well as its admission requirements, it is highly unlikely that students will transfer out prior to degree completion. It is possible that the program will draw graduate students from other area universities.

#### **E. 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.

There are no plans to seek specialized accreditation due to the following: a) most of the students pursuing this degree will have the relevant individual certification for their professional activity, since they will be K-12 certified in French or Spanish, or possess the add-on ESL certificate required by the State of Missouri; b) there is no relevant agency whose accreditation process would encompass the three tracks of the program.

#### **F. Alumni and Employer Survey**

- Expected satisfaction rates for alumni, including timing and method of surveys

It is expected that alumni will express satisfaction rates of "good" to "very good" for the program, based on the consultations of the regional and state educators, as well as seniors and recent graduates, before elaborating the program structure, which the departments believe correspond to the needs and interests expressed in the survey responses. All graduates will be provided an exit survey upon graduation about their satisfaction with the program. In addition, further surveys will be made available to alumni at the 1 and 5 year marks to assess overall preparation quality, and employment potential.

- Expected satisfaction rates for employers, including timing and method of surveys

It is expected that employers will express satisfaction rates of "good" to "very good" for the program; the employers may already have, at this point, a multi-year professional history and interaction with the students, but the survey will allow us to target specific aspects of the program's content.

6. **No Program Specific Accreditation:** If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

There are no plans to seek specialized accreditation due to the following: a) most of the students pursuing this degree will have the relevant individual certification for their professional activity, since they will be K-12 certified in French or Spanish, or possess the add-on ESL certificate required by the State of Missouri; b) there is no relevant agency whose accreditation process would encompass the three tracks of the program.

7. Will this program be offered primarily at an off-campus location? If yes, complete this section. If no, skip to item 9.

This is not a fully online or off-site program. However, it will accommodate a variety of off-site components: Several of the courses across the language tracks will be delivered either completely online, or in a blended format. This decision was made following an analysis of the Interest Survey distributed among Missouri's in-service K-12 teachers at the Foreign Language Association of Missouri conference, as well as the surveys received from seniors or recent graduates. Faculty involved in the program already have extensive experience in the delivery of online or blended courses at the undergraduate level; the same structures, support services, and processes will apply to the graduate courses.

**Quality Assurance for Off-Site Programs:**

- A. **General Oversight:** Describe the manner in which this program will be managed. How does the management of this program fit within the institution's academic administrative structure?
  - B. **Faculty Qualifications:** How do the qualifications of faculty at this site compare with those of faculty for this program at the main campus? Please also note the comparable data regarding the proportion of course-section coverage by full-time faculty at each site.
  - C. **Support Services:** Describe how the institution will ensure that students at this site will be able to access services such as academic support, library, computing, and financial aid, as well as other administrative functions, at a level of quality comparable to that of on-campus programs.
8. **Institutional Characteristics:** Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Missouri State University is the only university in Missouri with a mandated Public Affairs mission integrated across the board in all of its programs. The three emphases of this specific mission are ethical leadership, cultural competence, and civic engagement. The multilingual, international scope of this program (including the practical and the study abroad electives) fits perfectly within that mission. Also, it will equip its graduates with the skills necessary for full participation in the local and international communities, as leaders who will foster understanding and cooperation between

different sections of these communities. Lastly, the launch of this program will meaningfully contribute to the University's Long Range Plan: a) to strengthen and expand focused graduate programs to positively impact the region and the state, and b) to create a more diverse student body and workforce.

The program outline in this proposal complements several important Missouri State University priorities with regards to its undergraduate programs. For the past several years, Missouri State has increased its focus on and support of international programs in general and has expressed a commitment to further internationalizing and diversifying the overall experience it provides students. In this regard, the availability of robust language courses and programs (majors, minors, and certificates) is crucial to the success of the institution's students and programs. The department's current foreign languages programs need to be augmented by the reinstatement of a Master's program that will appeal to our graduates across languages, and that will increase their employment potential because of its structure. The Study Away option is also an important choice to include in the program, since it furthers our students' access to different languages and their cultures, allowing them to use and observe the knowledge gained in an authentic context. . Furthermore, this degree program is particularly well aligned with objectives associated with the Cultural Competence "pillar" or emphasis of the University's statewide mission in Public Affairs. Two further entities on the Springfield Campus could enrich the students' graduate study experience: a) the English Language Institute, a well-established program for the assessment and development of International Student proficiency in English; this program also assists the students in their integration into American culture more generally, by way of its English Conversation Partner programs; b) the department has also just established a first-of-its kind Foreign Language Institute (FLI) that enhances access to languages by students at Missouri State University and its FLI partners (Drury University, Evangel University, Ozarks Technical Community College, and Southwest Baptist University) and by members of the greater Ozarks community. The language focus of the FLI concentrates on the Less Commonly Taught Languages, and provides a unique environment for language-learning, because of the diversity of student populations served.

It is also important to underscore the importance of this Springfield Campus-hosted program in terms of its proximity to areas of southwest Missouri and northwest Arkansas in which the Hispanic population is booming. The department is currently developing a special heritage learner track for its undergraduate Spanish program in an effort to recruit new enrollments and to better serve this population. The proposed Master's program will contribute to the community potentially in two ways. Firstly, because of their unique background these students may be encouraged to further study of the Language Acquisition process, since it will be in their personal experience as part of their earlier education. Also, the program will create a group of language professionals who will be ready to serve these new populations in the area, in many career fields.

Finally, Missouri State University is the largest supplier of foreign language teachers to the Springfield School district, and other surrounding districts. A public institution of the scope of Missouri State University should lead the way in providing affordable, relevant, and strong language offerings, such as this integrated Master's on Applied Second Language Learning, to provide access for the already-certified teachers in the area to an advanced degree program that not only will serve them in their professional lives every day, but will also serve the increasingly-diverse student groups for whom they serve as teachers, mentors and guides.

## 9. Any Other Relevant Information

Financial information (Section 4)

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Expenditures</b>					
<b>A. One-time:</b>					
New/renovated space	0	0	0	0	0
Equipment	1000	0	0	0	0
Library	0	0	0	0	0
Consultants	6450	0	0	0	0
Other					
<b>Total for One-time Expenditures</b>	<b>50950</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>B. Recurring:</b>					
Faculty	0	53000	53000	53000	53000
Staff					
Benefits	0	18338	18338	18338	18338
Equipment					
Library	1000	1000	1000	1000	1000
Other: Graduate Assistantships (3 per year)	0	24972	24972	24972	24972
Other: recruitment	1500	1500	1500	1500	1500
Other: overload pay (3 hours)	5250	5250	5250	0	0
<b>Total for Recurring Expenditures</b>	<b>7750</b>	<b>104060</b>	<b>104060</b>	<b>98810</b>	<b>98810</b>
<b>TOTAL (A + B)</b>	<b>58700</b>	<b>104060</b>	<b>104060</b>	<b>98810</b>	<b>98810</b>
<b>2. Revenues</b>					
*State Aid - CBHE	0	0	0	0	0
*State Aid - DESE	0	0	0	0	0
Tuition/Fees	39000	63380	81168	98956	111736
Institutional/Resources	19700	40680	22892		
Other					
<b>TOTAL REVENUES</b>	<b>58700</b>	<b>104060</b>	<b>104060</b>	<b>98956</b>	<b>111736</b>

\*Please provide a brief description of the nature of the state aid. Is "new" money requested or is "old" money going to be used? What is the nature of the "old" money?

## Appendix 1: MDHE forms

## MDHE FORM SE: STUDENT ENROLLMENT PROJECTIONS

### STUDENT ENROLLMENT PROJECTIONS

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Year	1	2	3	4	5
Full Time	6	8	10	12	13
Part Time	4	6	8	10	12
Total	10	14	18	22	25

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

The student enrollment projections provided here were calculated using the cumulative 2009-2013 (Spring) data of students enrolled in the graduate certificate TESOL program in the English Department, the number of students currently enrolled for continuous study in the same TESOL program for Fall 2013, in addition to the numbers represented in the results of the questionnaire that was distributed at two different conferences (one state-wide, one regional), as well as through the Foreign Language Association of Missouri's website to date. The interpretive results of the survey are presented in the Rationale section of this proposal.

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

**Market Demand:** Language-learning in the United States touches many aspects of everyday life, including economic development and maintenance, delivery of health care services to a diverse, often plurilingual public, increased literacy and critical thinking, and civic engagement. As demographics change, there will be a greater and greater demand placed on service providers related to language, and yet, the acquisition of a second language is often seen as a daunting task. In order to meet this increasing need, the State needs to cultivate language professionals who understand the processes of how one learns a second language, including not only the grammatical structures and vocabulary on which expression depends, but also the cultural practices and perspectives that motivate the way in which ideas are communicated. This

program's structure is built around those principles. The faculty in Modern and Classical Languages and in English involved in this proposal determined that there is no such integrated cross-disciplinary program at the Master's level in the state of Missouri. Indeed, many of the graduate degree programs in the state only have graduate certificates as 'add-ons' to other or previous degrees. The Master in Applied Second Language Acquisition will provide a framework to train language professionals ready to work to bridge the gaps of understanding between speakers of English, Spanish, or French. For a more detailed rationale, presentation of benefits, and establishment of market demand and societal need, see the other documentation bearing that title which is provided in this application.

**Societal Need:** Learning a different language involves not only acquiring the words and phrases to communicate, but also learning about the unique cultural perspective of speakers of that language. The process requires the learner to explore and understand the -significance of gestures and traditions; the learner also benefits additionally from reflection on his/her native culture and language. The demographics in Springfield, Missouri have been changing dramatically over the past 5 years, to include international communities whose first language is not English, so these subjects of conversation come up often in the public sphere. Any community can be positively affected by each graduate from such a program, because arguably they will be the voice of welcome and integration.

**Research:**

- The English Department currently has a Graduate Certificate in TESOL for which the following enrollment numbers can be provided as a good indicator of student demand for a graduate program in this field:

Certificates awarded 2009- Spring 2013	Students currently enrolled in certificate program for Fall 2013
18	11

This program attracts both native speakers of English and non-native speakers of English, both local and international, as do the undergraduate courses in French and Spanish. We feel certain that the same diversity would bear out in the student population in this proposed Master's program.

- Surveys:
  - a) surveys were distributed and collected at a regional conference in March 2012 and at a State-wide conference in October 2012. The populations who regularly attend these conferences consisted of pre-service teachers and in-service teachers. Therefore, it was determined that they would provide MCL with a good sampling of opinions and preferences relative to the proposed Master's in Applied Second Language Acquisition.
  - b) In addition, surveys were made available on the Foreign Language

Association of Missouri's website (see [www.flamnet.org](http://www.flamnet.org)).

- Numbers:
  - a) 29 surveys received from in-service teachers
  - b) 8 surveys received from seniors or recent Graduates

As the survey was voluntary, the response pool was relatively small. However, it is worth noting that since the graduate TESOL certificate program has a demonstrated demand, the questionnaire was addressed only to students/professionals in World Languages.

- Results by question (only questions common to ALL questionnaires are included here):

6. Do you hold a Master's degree?	18 yes; 7 no; 1 n/a
7. Would this MA type interest you?	23 yes; 7 no; 3 n/a
8. Which delivery format would be the most attractive?	Mix 18; face to face 11; n/a 7; online only 4
9. When would you be available for classes?	Evening 21; day 6; online only 2; n/a 7
10. How many classes would you be likely to take per semester?	2 classes 13; 1 class 8; 1 or 2 classes 4; 3 classes 2; n/a 10

Some of the questions had write-in 'maybes' or other comments. Some put more than one possibility as their answer, so this is why the number totals vary by question.

There appears to be a fair amount of interest in the state for this type of master's degree. The format preferred would seem to be blended, with some face-to-face and some online. The face-to-face meetings would need to be in the evening.

This degree program will serve a student population made up of both part-time and full-time students. Some of the students will decide to pursue this degree full-time directly after completion of their bachelor's degree; others will be certificated K-12 in-service teachers who will need to balance their working life with their studies.



\*Candidates pursuing the TESOL track are encouraged to enroll in the ENG classes to fulfill requirements 3-5, whereas those pursuing tracks in French or Spanish should enroll in the MCL classes. However, with advisor approval, candidates may take either ENG or MCL classes to fulfill requirements 3-5, regardless of track.

**Language Track.** All candidates must complete one of the following 15-hour language tracks:

**D. Teaching English to Speakers of Other Languages (TESOL)**

3. Complete each of the following:

ENG 688	Sociolinguistics for Language Teaching	3 hours
ENG 690	Grammatical Analysis	3 hours
ENG 793	Seminar in Linguistics	3 hours

4. Complete 6 hours in electives from among the following:

ENG 793	Seminar in Linguistics (if topic different from ENG 793 above)	3 hours
ENG 792	Linguistics in Rhetoric and Composition	3 hours
ENG 689	Studies in Linguistics	3 hours
	Any 700-level ENG course in literature, composition, or rhetoric	3 hours

**E. French**

3. Complete each of the following:

MCL 724	Seminar in Linguistics for Foreign Languages	3 hours
FRN 725	Seminar in Francophone Literature and Culture	3 hours
FRN 735	Advanced French Proficiency	3 hours

4. Complete 6 hours in electives from among the following:

ENG 688	Sociolinguistics for Language Teaching	3 hours
MCL 650	Advanced Study Abroad	3-6 hours
MCL 697	Topics for Teachers of Foreign Languages	1-6 hours
MCL 701	Applied Foreign Language Practicum	1-3 hours
RDG 660	Diversity Issues in Literacy and Content Area Instruction	2 hours

**F. Spanish**

3. Complete each of the following:

MCL 724	Seminar in Linguistics for Foreign Languages	3 hours
SPN 725	Seminar in Hispanic Literature and Culture	3 hours
SPN 735	Advanced Spanish Proficiency	3 hours

4. Complete 6 hours in electives from among the following:

ENG 688	Sociolinguistics for Language Teaching	3 hours
LLT 696	Hispanic Literature in Translation	3 hours
MCL 650	Advanced Study Abroad	3-6 hours
MCL 697	Topics for Teachers of Foreign Languages	1-6 hours
MCL 701	Applied Foreign Language Practicum	1-3 hours
RDG 660	Diversity Issues in Literacy and Content Area Instruction	2 hours
SPN 610	Advanced Translation	3 hours

### Research Requirement

Candidates must enroll in three hours of MCL 798 and complete two degree papers. Under the supervision of a faculty advisor, candidates will revise and expand two papers or other projects previously submitted in conjunction with two different courses in the program. Candidates can only enroll in MCL 798 upon completion of 18 hours of MASLA coursework.

E. Free elective credits: Other than the electives listed under requirement 2 of each track there are no “free elective” credits. In all cases students choose from a menu of approved courses.

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

Candidates must enroll in three hours of MCL 798 and complete two degree papers. Under the supervision of a faculty advisor, candidates will revise and expand two papers or other projects previously submitted in conjunction with two different courses in the program. Candidates can only enroll in MCL 798 upon completion of 18 hours of MASLA coursework.

G. Any unique features such as interdepartmental cooperation:

The program itself directly involves 2 departments, Modern and Classical Languages and English. The elaboration of the program structure, including the required courses, and electives, was completed with considerable consultation and discussion between the departments, including both faculty and department heads. Students in the program will be taking courses in both departments—these courses will be taught by a variety of Graduate faculty from each department; faculty may jointly supervise degree papers, depending on the subject. Language requirement assessment results will be evaluated by faculty from the appropriate language (French, Spanish, or English).

undergraduate students. They will also have access to desktop computers and departmental copiers and printers. Siceluff Hall was recently renovated, and there is a designated office for them already in use.

Equipment: the equipment indicated consists of two additional desktop computers to be added to those already in the GTA/per-course instructor offices.

Library: MCL has developed its collection of scholarly books on Second Language Acquisition in French and Spanish over the last few years; this collection will need continuous development, so there is no one-time expenditure.

Per-course instructors: Two per-course instructors will be necessary during the first semester, to allow for training of the GTAs to teach undergraduate beginning language courses in French and Spanish, and reassignment of full-time graduate faculty. Following the first semester, the GTAs will provide further instruction at the beginning level, which will allow for further reassignments of full-time graduate faculty. These reassignments will mean that the overload payments for full-time graduate faculty will no longer be necessary after the program's third year.

Graduate Assistantships: Many master's-level programs have Graduate Assistantships in order to attract students. The Master of Applied Second Language Acquisition needs these assistantships to enable the participation in the program of diverse student populations, including international students and minorities and to compete with other programs in the region. At an amount of \$14,500, the Graduate Assistantship will cover tuition and fees, and assist the student with living expenses. This cost is listed under one-time expenditures, since the students will not teach during the first semester, but will take up those responsibilities in the second semester. In subsequent years, there will be a group of trained GTAs to contribute to course load distribution among faculty.

- **Recurring Costs:**

Faculty: Assistant Professor with benefits. Although existing faculty have the expertise to get the program off the ground, with some retirements likely in the near future, it will be necessary to hire an additional faculty member with demonstrated expertise in Second Language Acquisition relating to Spanish or French to support the students' interests and development of the program. With this additional faculty member and the GTAs, reassignment to teach other graduate and undergraduate courses and release time for research demands will be possible.

Graduate Assistantships: the GTAs will be trained to teach the undergraduate beginning level French and Spanish courses, which are currently either taught by full-time faculty or per-course instructors. The assistantships will help to alleviate per-course expenditures in Modern and Classical Languages and COAL and will also provide the students with invaluable experience in the SLA process, with mentoring by full-time graduate faculty from the program.

Overload Pay: MCL 798 will be the degree paper one-credit course in which all students must enroll as part of the fulfillment of the research requirement. This course must be taught by full-time graduate faculty. The overload pay rate of 2.75% was used (for a senior professor). One-credit courses often end up being taught as unpaid overloads, without release time, but since there will already be the training for the GTAs, and because of the extra workload required until their training is complete, this overload pay will be necessary for the first three years of the program. After that time, it will become part of a regular teaching load, and will be compensated in that way, not as an overload.

**Equipment:** The equipment in Siceluff's classrooms is being updated in Summer 2013, as part of the normal College of Arts and Letters process. In addition, Modern and Classical Languages purchased and installed a Smartboard in 2012. Therefore, no new equipment will be necessary during the first cycle of the program.

**Library:** Part of the yearly departmental library allocation has been designated to support students' learning and research interests in the program. The field of Language Acquisition has expanded in Higher Education in the past 5 years, so a further increase and renewal of library holdings is essential.

**Recruitment:** These costs include brochures, mailings, and electronic documents to publicize the program at career fairs and other professional gatherings. Some of the monies will support travel costs.

**Revenues:** The table below shows the projected enrollments in the program for the first 5 years, indicating full-time and part-time students, as well as resident and non-resident indicators. It is also assumed that all part-time students will be residents. Because many of the courses will be in blended format, the supplemental fees for those courses is included in the Expenditures table for all students.

Year	1	2	3	4	5
Full Time	6	8	10	12	13
Resident	4	5	6	7	7
Non-resident	2	3	4	5	6
Part Time	4	6	8	10	12
Total	10	14	18	22	25

- **Any Other Relevant Information:**

This program represents a serious collaborative educational initiative between the departments of English and Modern and Classical Languages. It will, therefore, by definition draw on the faculty and resources of both departments. Each department has a substantial collection of reference materials in Meyer Library, which also houses the Curriculum Resource Center, an impressive collection of manipulatives, books, and other resources related to curricular design and delivery.

## MDHE FORM PG

### PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

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Institution Name      Missouri State University  
Program Name          Master of Applied Second Language Acquisition  
Date      July 1, 2013

(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.

1. Candidates wishing to pursue the Master of Second Language Acquisition have additional requirements for application and admission depending on the chosen language track. For the students wishing to pursue the TESOL track, the following documentation must be submitted to the English Department: a) A personal statement (a 200- to 250-word description of the reasons and goals behind your interest in graduate studies in TESOL); b) At least two letters of recommendation from individuals able to speak of the applicant's academic achievements and potential; c.) A writing sample (a 10-15 page critical paper in English or portfolio of writing samples). Candidates wishing to pursue the French track must submit the following to the Modern and Classical Languages Department: a.) A Personal Statement (a 200- to 250-word description of the reasons and goals behind your interest in graduate studies in French); b.) At least two letters of recommendation from individuals able to speak of the applicant's academic achievements and potential; c.) Evidence of written proficiency in French consistent with the ACTFL Advanced Level (an official ACTFL Writing Proficiency Test score dated within the past three years or a 5-10 page paper written in French); d.) An official ACTFL Oral Proficiency Interview score of at least Advanced Low dated within the past three years.

Candidates wishing to pursue the Spanish track must submit the following to the Modern and Classical Languages Department: a.) A Personal Statement (a 200- to 250-word description of the reasons and goals behind your interest in graduate studies in Spanish); b.) At least two letters of recommendation from individuals able to speak of the applicant's academic achievements and potential; c.) Evidence of written proficiency in Spanish consistent with the ACTFL Advanced Level (an official ACTFL Writing Proficiency Test score dated within the past three years or a 5-10 page paper written in Spanish); d.) An official ACTFL Oral Proficiency Interview score of at least Advanced Low dated within the past three years. Students who do not meet the minimum GPA requirement or the GRE test qualifying score, but who show high promise may be admitted conditionally. As conditions of admission, they may be required to take extra courses to make up deficiencies (including weaknesses in writing) or they may have other requirements stipulated.

TESOL track candidates must provide evidence of intermediate-level proficiency in a language other than English. The language proficiency requirement may be met through one of the following options: (a) completion of 12 hours of undergraduate course work in a foreign language with at least a "C" average; (b) completion of the second intermediate foreign language college course with a grade of "C" or higher; or (c) passing a reading competency test equivalent to the level of the second intermediate foreign language college course administered by the Department of Modern and Classical Languages.

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

- a) Many of the students pursuing this degree part-time will already be in-service K-12 teachers in districts in the region. For this population, the courses have to be offered in a flexible format, in order to allow the students time to complete their professional obligations as well. For the purposes of career advancement, these students will also need to show participation in professional development to maintain or increase their skills relative to their job responsibilities. b) Because this degree program involves other World Languages as well as English, the likelihood is that it will attract both heritage speakers of track languages who reside in the United States, and international students. Missouri State is committed to encouraging diversity in its recruitment in diverse populations with regards to ethnic backgrounds, gender, students with disabilities, and national or international origin. The presence of a diverse student population within this program will serve to deepen the overall understanding of the second language acquisition process, since it will bring into focus the different approaches to the subject from different parts of the country and the world.

## 2. Faculty Characteristics

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

Faculty teaching in this degree program must have Graduate Faculty status, which requires a terminal degree in their content area and documented publications in related fields. Graduate faculty also have to be approved by the other Graduate faculty members in the department before they can serve. Additionally, although there is no requirement of this kind, the international composition and combined experience of the faculty involved in the program will greatly contribute to the students' learning.

- 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% of credit hours in this program will be assigned to full-time faculty in both English and Modern and Classical Languages.

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

The faculty involved in this program will be engaged with working professionals with a fair degree of specialized training, and will be expected to participate in conferences and research in SLA. The special student contact will take place during the practicum, where there will be observations and interactions with other area professionals acting as mentors for the students; the faculty will serve as supervisors and advisors. There will be further opportunities for special student contact during the different phases of the degree paper,

from the definition of the subjects, through the research, and during the final interview. The whole of this program is innovative, because it puts the future specialists in language acquisition within a true cohort of fellow professionals for their entire program, which often was not their experience as undergraduates, since the language courses at that stage are a mixture of majors and minors, and a mixture of proficiency levels within a range represented by the semester of study. Second language acquisition is a fascinating process which demands a great deal of time and effort on the part of the student, and the benefits of peer to peer learning cannot be understated. The other supervisory role of the faculty will be with those students who are awarded Graduate Assistantships.

### 3. Enrollment Projections

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

Year 5: 13 FTE and 12 part-time students.

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

52% of enrollment will be full-time; 48% of enrollment will be part-time.

### 4. Student and Program Outcomes

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

Graduates per annum 3 years after implementation: 6

Graduates per annum 5 years after implementation: 10

- Special skills specific to the program.

Students who pursue this degree will possess advanced language proficiency in a second language; they will also have analytical skills directly related to the language acquisition process. Because this degree program emphasizes Second Language Acquisition, there is a language requirement for all three tracks: for French and Spanish, the level requirement is set at Advanced on the ACTFL scale; for the TESOL track, the level is Intermediate on the ACTFL scale, in a language other than English.

Upon completion of this program, the successful candidate will a) describe in detail grammatical and linguistic features of the language studied; b) apply principles of second language acquisition to case studies and specific populations; c) analyze materials and assessments for their applicability to second language acquisition; d) synthesize linguistic elements and language skills to enable proficiency development; e) explain the significance of the perspectives and products of the target language as these contribute to the second language acquisition process

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

Students pursuing the Master of Second Language Acquisition who wish to become K-12 certified will need to contact the Missouri Department of Elementary and Secondary Education and complete the certification process individually. Many of the students will already possess certification in their content area; this program will serve as an advanced degree, separate from 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.

We expect that 100% of the students pursuing this degree program will obtain the benchmark scores on the ACTFL proficiency tests (written proficiency will be evaluated using the WPT and oral proficiency will be evaluated using the OPI); this is a requirement because the language track specific content area courses will be taught primarily in the target language, with significant readings in that language. We expect that 90% will reach the benchmark scores on the GRE; there is a process integrated into the program for otherwise qualified applicants (e.g. those with significant experience in this area) to be admitted on a provisional basis.

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

Because of the cross-disciplinary nature of this degree program, we expect the projected rate of placement in related or other fields is 100%. As mentioned previously, many of the part-time students in this program will already be employed either as certified K-12 educators; they might also be employed in the private sector where multilingual populations intersect, and where there is a need for training managers. With this master's degree in hand, students can also pursue positions on the faculties of community or technical colleges, or indeed any institution of higher education with positions that do not require a terminal degree. The curriculum is also designed to provide students with the potential of continuing their studies in a doctoral program in SLA, or in a related field.

- Transfer rates, continuous study.

Because of the unique cross-disciplinary nature of this program within the State of Missouri, as well as its admission requirements, it is highly unlikely that students will transfer out prior to degree completion. It is possible that the program will draw graduate students from other area universities.

## 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.**

There are no plans to seek specialized accreditation due to the following: a) most of the students pursuing this degree will have the relevant individual certification for their professional activity, since they will be K-12 certified in French or Spanish, or possess the add-on ESL certificate required by the State of Missouri; b) there is no relevant agency whose accreditation process would encompass the three tracks of the program.

## 6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.

It is expected that alumni will express satisfaction rates of “good” to “very good” for the program, based on the consultations of the regional and state educators, as well as seniors and recent graduates, before elaborating the program structure, which the departments believe correspond to the needs and interests expressed in the survey responses. All graduates will be provided an exit survey upon graduation about their satisfaction with the program. In addition, further surveys will be made available to alumni at the 1 and 5 year marks to assess overall preparation quality, and employment potential.

- Expected satisfaction rates for employers, including timing and method of surveys.

It is expected that employers will express satisfaction rates of “good” to “very good” for the program; the employers may already have, at this point, a multi-year professional history and interaction with the students, but the survey will allow us to target specific aspects of the program’s content.

## 7. Institutional Characteristics

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

Missouri State University is the only university in Missouri with a mandated Public Affairs mission integrated across the board in all of its programs. The three emphases of this specific mission are ethical leadership, cultural competence, and civic engagement. The multilingual, international scope of this program (including the practical and the study abroad electives) fits perfectly within that mission. Also, it will equip its graduates with the skills necessary for full participation in the local and international communities, as leaders who will foster understanding and cooperation between different sections of these communities. Lastly, the launch of this program will meaningfully contribute to the University’s Long Range Plan: a) to strengthen and expand focused graduate programs to positively impact the region and the state, and b) to create a more diverse student body and workforce.

The program outline in this proposal complements several important Missouri State University priorities with regards to its undergraduate programs. For the past several years, Missouri State has increased its focus on and support of international programs in general and has expressed a commitment to further internationalizing and diversifying the overall experience it provides students. In this regard, the availability of robust language courses and programs (majors, minors, and certificates) is crucial to the success of the institution’s students and programs. The department’s current foreign languages programs need to be augmented by the reinstatement of a Master’s program that will appeal to our graduates across languages, and that will increase their employment potential because of its structure. The Study Away option is also an important choice to include in the program, since it furthers our students’ access to different languages and their cultures, allowing them to use and observe the knowledge gained in an authentic context. .

Furthermore, this degree program is particularly well aligned with objectives associated with the Cultural Competence “pillar” or emphasis of the University’s statewide mission in Public Affairs. Two further entities on the Springfield Campus could enrich the students’ graduate study experience: a) the English Language Institute, a well-established program for the assessment and development of International Student proficiency in English; this program also assists the students in their integration into American culture more generally, by way of its English Conversation Partner programs; b) the department has also just established a first-of-its kind Foreign Language Institute (FLI) that enhances access to languages by students at Missouri State University and its FLI partners (Drury University, Evangel University, Ozarks Technical Community College, and Southwest Bible University) and by members of the greater Ozarks community. The language focus of the FLI concentrates on the Less Commonly Taught Languages, and provides a unique environment for language-learning, because of the diversity of student populations served.

It is also important to underscore the importance of this Springfield Campus-hosted program in terms of its proximity to areas of southwest Missouri and northwest Arkansas in which the Hispanic population is booming. The department is currently developing a special heritage learner track for its undergraduate Spanish program in an effort to recruit new enrollments and to better serve this population. The proposed Master’s program will contribute to the community potentially in two ways. Firstly, because of their unique background these students may be encouraged to further study of the Language Acquisition process, since it will be in their personal experience as part of their earlier education. Also, the program will create a group of language professionals who will be ready to serve these new populations in the area, in many career fields.

Finally, Missouri State University is the largest supplier of foreign language teachers to the Springfield School district, and other surrounding districts. A public institution of the scope of Missouri State University should lead the way in providing affordable, relevant, and strong language offerings, such as this integrated Master’s on Applied Second Language Learning, to provide access for the already-certified teachers in the area to an advanced degree program that not only will serve them in their professional lives every day, but will also serve the increasingly-diverse student groups for whom they serve as teachers, mentors and guides.

