



New Program Report

Date Submitted:

12/14/2018

Institution

University of Central Missouri

Site Information

Implementation Date:

8/19/2019 12:00:00 AM

Added Site(s):

Selected Site(s):

Central's Summit Center, 777 N.W. Blue Parkway, Lee's Summit, MO, 64081

Online , Administration 202, Warrensburg, MO, 64093

University of Central Missouri, Administration 202, Warrensburg, MO, 64093

CIP Information

CIP Code:

131401

CIP Description:

A program that focuses on the principles and practice of teaching English to students who are not proficient in English or who do not speak, read or write English, and that may prepare individuals to function as teachers and administrators in such programs.

CIP Program Title:

Teaching English as a Second or Foreign Language/ESL Language Instructor

Institution Program Title:

English Language Learners

Degree Level/Type

Degree Level:

Master Degree

Degree Type:

Master of Science in Education (MSE)

Options Added:

K-12 Option

TESL Option

Collaborative Program:

N

Mode of Delivery

Current Mode of Delivery

Classroom

Online



New Program Report

Student Preparation

Special Admissions Procedure or Student Qualifications required:
NA

Specific Population Characteristics to be served:
The K-12 option will serve certified teachers with a desire to work with English Language Learners. The TESL option will serve those who wish to teach English abroad.

Faculty Characteristics

Special Requirements for Assignment of Teaching for this Degree/Certificate:
Instructors in this program are required to have a terminal degree in English Language Learners or a closely related field.

Estimate Percentage of Credit Hours that will be assigned to full time faculty:
100%

Expectations for professional activities, special student contact, teaching/learning innovation:
There are no expectations of faculty beyond those expected of all UCM faculty.

Student Enrollment Projections Year One-Five

Year 1	Full Time: 0	Part Time: 30	
Year 2	Full Time: 0	Part Time: 60	
Year 3	Full Time: 0	Part Time: 75	Number of Graduates: 30
Year 4	Full Time: 0	Part Time: 75	
Year 1	Full Time: 0	Part Time: 30	
Year 2	Full Time: 0	Part Time: 60	
Year 3	Full Time: 0	Part Time: 75	Number of Graduates: 30
Year 4	Full Time: 0	Part Time: 75	
Year 1	Full Time: 0	Part Time: 30	
Year 2	Full Time: 0	Part Time: 60	
Year 3	Full Time: 0	Part Time: 75	Number of Graduates: 30
Year 4	Full Time: 0	Part Time: 75	
Year 5	Full Time: 0	Part Time: 75	Number of Graduates: 30

Percentage Statement:
90.00



New Program Report

Program Accreditation

Institutional Plans for Accreditation:

There is no accreditation available beyond Council for the Accreditation of Educator Preparation (CAEP) obtained for teacher education as a unit.

Program Structure

Total Credits:

30

Residency Requirements:

Residence requirements establish a minimum number of credit hours which must be earned from UCM. Online courses and courses which are offered off campus but through UCM do count towards residence hours. Additional info available online at, <http://catalog.ucmo.edu/content.php?catoid=8&navoid=222>

General Education Total Credits:

0

Major Requirements Total Credits:

30

Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
see attached	0	

Free Elective Credits:

0

Internship or other Capstone Experience:

Students in the K-12 option complete a practicum. Students in the TESL option choose either a Capstone or Thesis.

Assurances

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

First and Last Name: TRACI BUTLER

Email: academicprograms@ucmo.edu

Master of Science in Education in English Language Learners

Required Core Classes: 15 Credit Hours

EDFL 5225 Ethnographic Research
EDFL 5150 Pedagogy & Methods for ELL
EDFL 5530 Sociolinguistics
ENGL 5120 Second-Language Acquisition
ENGL 5820 Assessment and Professionalism in TESL

K-12 Option - 15 Credit Hours

EDFL 5305 Working with Immigrant and Displaced Students
EDFL 5460 K-12 Curriculum for ELL
EDFL 5960 K-12 Clinical Field Experience with ELL
EDFL 5210 Assessment of Literacy Development
ENGL 5110 Grammar for Teaching English as a Second Language

TESL Option - 15 credit hours

EDFL 5900 Introduction to Research
ENGL 5860 Teaching English as a Second Language I: The Spoken Language
ENGL 5870 Teaching English as a Second Language II: The Written Language
ENGL 5890 Practicum in English as a Second Language
ENGL 5880 The TESL Capstone
OR
EDFL 6990 Thesis

Minimum Graduate Hour Total: 30 Semester Hours

Master of Science in Education in English Language Learners

Required Core Classes: 15 Credit Hours

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EDFL 5150 Pedagogy & Methods for ELL
EDFL 5530 Sociolinguistics
ENGL 5120 Second-Language Acquisition
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K-12 Option - 15 Credit Hours

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EDFL 5460 K-12 Curriculum for ELL
EDFL 5960 K-12 Clinical Field Experience with ELL
EDFL 5210 Assessment of Literacy Development
ENGL 5110 Grammar for Teaching English as a Second Language

TESL Option - 15 credit hours

EDFL 5900 Introduction to Research
ENGL 5860 Teaching English as a Second Language I: The Spoken Language
ENGL 5870 Teaching English as a Second Language II: The Written Language
ENGL 5890 Practicum in English as a Second Language
ENGL 5880 The TESL Capstone
OR
EDFL 6990 Thesis

Minimum Graduate Hour Total: 30 Semester Hours

NEW PROGRAM PROPOSAL
Master of Science in Education in English Language Learners (MSE in ELL)

Justification/Rationale

Program Rationale for the MSE in ELL

Under Title VI of the 1964 Civil Rights Act, public schools are required to take “affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their programs and services” (as quoted in Wright, 2010). Nationally, one out of every three kindergartners is currently an ELL (Davis, 2012). As of the 2012-13 school year, Missouri's schools were home to more than 27,000 English Language Learners (ELL), which marks a 106% increase from the 2002-2003 school year (Capps, Fix, & Zong, 2016). Such increases are changing the demographics of Missouri schools and creating new challenges for teachers attempting to accommodate culturally and linguistically diverse classrooms (Flynn & Hill, 2005).

With the growing number of ELL in Missouri schools, there is a demand to ensure that these students receive quality education as stipulated by the Civil Rights Act. This begins by preparing preservice and in-service teachers to meet the unique needs of these increasingly diverse students (Flynn & Hill, 2005). The MSE in ELL will establish the University of Central Missouri (UCM) as an institution that is meeting the professional needs of current and future K-12 educators by preparing them with the latest research on second language acquisition as well as research-based techniques for meeting the needs of culturally and linguistically diverse learners.

Importantly, schools in Kansas City and other districts have reached out to UCM to help their current and future teachers become more aware of how to better meet the needs of their ELL students (see attached letters of support). These letters have helped us gauge interest as well as need in the region. These letters of interest have informed our enrollment projections. The MSE in ELL program intends to help address these needs. We already have two cohorts of urban in-service teachers working toward ELL certification who are prime candidates to matriculate into the new degree once established, along with expressed interest from a third. We also feel that we can uniquely address the professional development needs of rural ELL teachers. In addition, we believe that UCM stands to become a leader in the region and the state by establishing the MSE ELL degree with an available TESL Option as well. Currently, it does not seem from our analysis that other higher education institutions in the state offer comparable dual Option programs that address the specific needs of Missouri teachers (both urban and rural) and those candidates looking to teach English abroad. Moreover, this program will keep with the University's mission to provide all students “with the knowledge, skills and confidence to succeed and lead in the region, state, nation and world.”

Finally, although the University has had an MA in TESOL in the English Department, per the attached letters, this degree program is being moved into inactive status, coordinated with the development of this new degree in the College of Education to take its place and expand upon it. The primary Option of the new MSE in ELL is designed specifically for teachers working with ELL students in a K-12 setting. To date, the University has not had a strong program that

specifically meets the needs of teachers in Missouri desiring to gain the skills needed to address the unique needs of English Language Learners. The MA in TESOL has specifically addressed the needs of those candidates looking to teach English abroad or interested in teaching in a university Intensive English Program (IEP); in order to help keep this option available, a second Option is also being included in this new MSE BLL proposal to meet existing and future needs in this area.

References

- Davis, B. M. (2012). *How to teach students who don't look like you: Culturally relevant teaching strategies*, 2nd Edition. Corwin press.
- Flynn, K., & Hill, J. (2005). *English language learners: A growing population*. Mid-continent Research for Education and Learning (MCREL) policy brief. Retrieved August, 6, 2010.
- Capps, R., Fix, M., & Zong, J. (2016). *A profile of US children with unauthorized immigrant parents*. Migration Policy Institute.
- Wright, W. E. (2010). *Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice*. Excerpt from Chapter 3, "Language and Education Policy for ELLs." (pp. 70-76). © Caslon Publishing. Printed with permission, all rights reserved
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Program Catalog Description for the MSE in ELL

ENGLISH LANGUAGE LEARNERS, MSE

Master of Science in Education 13,1401

Program Description

The MSE in English Language Learners (ELL) is designed to develop the candidate's understandings of the process of additional language acquisition as well as the unique needs of educators working with or planning a career working with culturally and linguistically diverse students. Each candidate must fulfill a practicum.

Program Options

The MSE in ELL has two options available. The first option is focused on preparing K-12 teachers for working with ELL students. This option referred to as the K-12 Option. The second option is designed for those wishing to teach English abroad or ELL at the college level. This option is referred to as the TESL Option.

Student Learning Outcomes

The graduate with a Master of Science in Education degree in English Language Learners (ELL) will use the knowledge and skills obtained in the program to achieve the following professional skills:

- Demonstrate an understanding of the English language as a system and how an additional language is acquired.
- Demonstrate an understanding of how culture affects students' learning.
- Demonstrate an ability to use technology effectively in an ELL context
- Develop classroom-based assessment for ELL
- Demonstrating an ability to plan, implement, and manage ELL and content based instruction

Admission Requirements, K-12 Option

To be accepted into the Master of Science in Education in English Language Learners (ELL) Education degree program, K-12 Option, in the School of Teaching & Learning, a student must: (a) have a minimum cumulative undergraduate grade point average of 2.75; (b) submit proof of teacher certification or professional endorsement from any of the 50 states or territories and have graduated from a CAEP or regionally accredited university; (c) submit a copy of his/her last summative teaching evaluation (i.e., a PBTE or similar evaluation form), or a letter from a school superintendent, principal, or professor attesting to teaching skills and/or graduate studies potential. Applicants who do not meet this criteria must design, with a department advisor or graduate coordinator, a conditional program (including the program's research course). International applicants should meet these requirements in comparable ways. International students must meet minimum English language requirements as determined by UCM.

Admission Requirements, TESL Option

To be accepted into the Master of Science in Education in English Language Learners (ELL) Education degree program, TESL Option, in the School of Teaching & Learning, a student must have a minimum cumulative undergraduate grade point average of 2.75. Applicants who do not

meet this criteria must design, with a department advisor or graduate coordinator, a conditional program (including the program's research course). International applicants should meet these requirements in comparable ways. All students seeking the MSE in the TESL option need to show grammar competency. This can be done by having completed a prior grammar course, passing a test, or enrolling in English 5110. For acceptance into this program, non-native speakers of English must score above 85 on the International Test of English as a Foreign Language (TOEFL) or earn a score of 7.0 or above on the academic version of the International English Language Testing System (IELTS).

Connection to Certification

Students interested in the Missouri ELL certification endorsement are advised to consult with their advisor, the Program Coordinator, and the UCM Director of Clinical Services and Certification. Additional courses may be required for the Missouri ELL certification endorsement, dependent on transcript analysis of undergraduate and graduate work.

PROPOSED PROGRAM OF STUDY:

Required Core Classes		
EDFL 5225	Ethnographic Research	3 credit hours
EDFL 5150	Pedagogy and Methods for ELL	3 credit hours
EDFL 5530	Sociolinguistics	3 credit hours
ENGL 5120	Second Language Acquisition	3 credit hours
ENGL 5820	Assessment and Professionalism in TESL	3 credit hours
		Total: 15 credit hours in core
Additional Required Courses by Option		
K-12 Option		
EDFL 5305	Working with Immigrant and Displaced Students	3 credit hours
EDFL 5460	K-12 Curriculum for ELL	3 credit hours
EDFL 5960	K-12 Clinical Field Experience with ELL	3 credit hours
ENGL 5110	Grammar for Teaching English as a Second Language	3 credit hours
EDFL 5210	Assessment of Literacy Development	3 credit hours
		Total: 15 credit hours in option
TESL Option		
EDFL 5900	Introduction to Research	3 credit hours
ENGL 5890	Practicum in English as a Second Language*	3 credit hours
ENGL 5860	Teaching English as a Second Language I: The Spoken Language*	3 credit hours
ENGL 5870	Teaching English as a Second Language II: The Written Language*	3 credit hours
EDFL 6990	Thesis	3 credit hours
Or	OR	
ENGL 5880	The TESL Capstone	
		Total: 15 credit hours in option
*Course has prerequisite not included in the program.		

TOTAL: 30 credit hours

New Courses

All courses in this proposal currently exist. There are no new course being proposed with this new MSE ELL Program.

New Program Relationship to UCM Mission

The MSE ELL Program will support UCM's mission to provide candidates a rigorous course of study that "transforms students into lifelong learners, dedicated to service, with the knowledge, skills and confidence to succeed and lead in the region, state, nation and world."

Attached Letters of Support/Evidence of Communication

- Letters and emails of support from area schools



Kansas City International Academy
414 Wallace Ave
Kansas City MO 64125

April 20, 2017

To Whom It May Concern:

I have been a teacher, instructional coach and principal at Della Lamb Charter School (now known as Kansas City International Academy) for the past 16 years. Our school is extremely culturally diverse with over a dozen languages and cultural backgrounds within our student population. Many of our students are brand new to the country, refugees from areas of the world that do not offer free public education. We also have many students whose parents were refugees or immigrants and never had the opportunity to attend school in their home countries. It is an honor to work with this unique student population and to have the opportunity to make a positive difference in the lives of students and families. In order to be effective in our mission to make that positive difference we are in need of educators who have the specialized knowledge and skill base required to help our students succeed in learning English while keeping up with grade level content.

I am pleased to hear that a new MSE ELL program is being developed. Students in schools such as ours will benefit from being taught by teachers who have a thorough understanding of language acquisition and who are well equipped with instructional strategies that accelerate academic success for English Language Learners. It is exciting to think of the academic growth possible for English Language Learners, including refugee students when they are supported by a staff of caring, supportive and well-informed teachers with the specialized knowledge and skill necessary for effective ELL instruction. I look forward to the benefits that a new MSE ELL program will bring to our students and families.

Sincerely,

Jennifer Wilson, Ed.S

Elementary Principal, KCIA

Letters of Support of New MSE ELL Program

April 28, 2017

We employ 8 EL teachers at this time who are all qualified, but we have a need for additional EL staff and that is not easy at this time. I believe it is very important to our school to have this certification available as our population continues to grow. Thank you.

Proud to be a Tiger

*Dr. Nancy Scott
Assistant Superintendent
Sedalia School District
2801 Matthew Drive
Sedalia, MO 65301
660-829-6450*

April 28, 2017

There is a significant need for ELL certified professionals in our district.

Thank you,

Brett Gray, Superintendent

Crest Ridge R-VII

Centerview, MO 64019

April 28, 2017

Dr. Wright,

There is a significant shortage of highly qualified ELL professionals in our area. We have spent the entire school year this year without an additional ELL teacher in our district due to no quality applicants. I would definitely support this initiative.

Thanks!

Scott

Scott W. Patrick, Ed.D.
District Superintendent
Warrensburg R-6 School District
201 S. Holden St.
Warrensburg, MO 64093
(660) 747-7823

April 28, 2017

We definitely believe there is a need to produce more ELL certified teachers. We have difficulty filling all positions.

Don Andrews, Lee's Summit R-7 School District

April 28, 2017

Michael: We have a 25% population of English as Second Language learners so I'm sure there's a need in the Marshall district. Carol Maher

M. Carol Maher, PhD
Superintendent
Marshall Public Schools
860 Vest St.
Marshall, MO 65340
Ph: 660-886-7414
Fax: 660-886-5641

April 28, 2017

Dr. Wright -

On behalf of Mr. Dahman and the Harrisonville Cass R-IX School District I can confirm that this would be a benefit for us. There is indeed a need for additional ELL training and education in our region. We are beginning the process of searching for a new secondary ELL instructor, and we would look forward to opportunity to have UCM graduates of an ELL Masters' degree program in our district.

Thank You,

Steve Ritter, EdD
Director of Academic and Student Services
Harrisonville Cass R-IX School District
816-380-2727 ext 1225
816-380-3134 (Fax)
steve.ritter@harrisonvilleschools.org