

PROPOSAL – 1
NEW CERTIFICATE OR DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE

Master of Education in Teaching English to Speakers of Other Languages (TESOL)

2. CIP CODE REQUESTED: *13.1401*

3. CONTACT PERSON

Name: *Dr. Sharon Gaber, Provost*

Name of Institution: *University of Arkansas*

E-mail Address: *sgaber@uark.edu*

Phone Number: *479-575-5459*

4. PROPOSED STARTING DATE: *Fall 2013*

5. PROGRAM SUMMARY

Provide a general description of the proposed program. Include overview of any curriculum additions or modifications; program costs; faculty resources, library resources, facilities and equipment; purpose of the program; and any information that will serve as introduction to the program.

List degree programs or emphasis areas currently offered at the institution that support the proposed program.

Program Description

The program is designed to prepare teachers in the U.S. and abroad to teach English to students whose first language is not English; graduates are also prepared to create and implement curriculum and appropriate assessments for English as a second or foreign language (ESL). Included in the course work for the M.Ed. are the four courses required by the Arkansas Department of Education for endorsement in ESL. ESL is listed on the Arkansas List of Teaching Areas of Critical Need and this program is expected to help reduce that need.

Admission requirements

Students must be officially accepted by the Graduate School and by the M.Ed. TESOL degree program. Students are expected to have completed an undergraduate degree program with a 3.0 grade-point average on the last 60 hours of the program of study. Upon acceptance into the Graduate School, the application packet will be submitted to the program for review.

MEd in TESOL Program of Study

The MEd requires degree candidates to complete a minimum of 33 graduate hours including

Professional Core (Endorsement courses) -- 12 hours

CIED 5923 Second Language Acquisition (3 hours)

CIED 5933 Second Language Methodology (3 hours)

CIED 5943 Teaching People of Other Cultures (3 hours)

CIED 5953 Second Language Assessment (3 hours)

Additional Required Courses -- 12 hours

CIED 5393 Introduction to Linguistics (3 hours)
CIED 5513 Sound system of American English (3 hours)
CIED 5543 Structures of American English (3 hours)
CIED 599v Internship/ Action Research (3 hours)

Research Requirements

CIED 5983 Practicum in CIED

Choose one from each set

CIED 5013 Measurement, Research and Statistical Concepts in the Schools

Or CIED 5273 Research in Curriculum and Instruction

ESRM 5393 Statistics in Education and Health Professions

Or ESRM 6533 Qualitative Research

Students are not required to complete a formal master's thesis, but will take a class (CIED 5013 or CIED 5273) that provides an introduction to education research and then design and carry out an action research project in CIED 5983 Practicum in Curriculum and Instruction. Following this two course sequence students will defend their project as the comprehensive exam for the degree. This project will be assessed by a faculty panel which will include the advisor for the student's program and two other M.Ed. faculty members.

For students who have the experience and desire to complete a formal thesis, this option exists. In such cases, students will form an advisory committee and then propose, write and defend a thesis committee. The successful defense of the thesis will represent the comprehensive exam for the M.Ed. degree. Students who choose the thesis option will not be required to complete CIED 5013/5273 or CIED 5983 but must take six credits of master's thesis credit (CIED 600v) in the place of these two courses.

Additionally, all degree candidates must prepare a portfolio that exhibits samples of work from all major required courses. Candidates will also complete an action research project during their Internship/Action Research (CIED 599v).

No minor or other program component is available. Students may take electives, but they are not required and are not part of the minimum 33 hours required for the M.Ed.

Professional Core and Research Courses are active courses, which are currently being offered on a regular rotation. The **Additional Required Courses** are approved but inactive. These courses can be activated when the program is approved.

Program Costs, Facilities and Equipment, and Library Resources

With the recent addition of a new tenure-track faculty member in ESL, no additional faculty cost is anticipated. All courses are currently available or within the course catalog. No additional needs have been identified in the areas of Facilities and Equipment or Library Resources.

6. NEED FOR THE PROGRAM (Submit Employer Needs Survey Forms)

Provide survey data (number not percentage) on student interest (number of students planning to enroll), job availability, corporate demands and employment/wage

projections. Focus mostly on state needs and less on regional and national needs, unless applicable to the program.

Survey data can be obtained by telephone, letters of interest, student inquiry, etc. Focus mostly on state needs for undergraduate programs; and state, regional and national needs for graduate programs.

Provide names/types of organizations/businesses surveyed.

The larger school districts in this region (Bentonville, Rogers, Fayetteville, and Springdale) were surveyed about the need for teachers with advanced degrees in English Language Teaching.

Of those school districts, only Springdale School District Associate Superintendent for K-12 (Marsha Jones) responded to the survey.

Rogers Director of ESL was called several times, but we never spoke; however, we did receive a letter of support from them.

Dr. Mike Daugherty also responded to the survey.

Surveys of international programs at the University of Arkansas were sent, but no one responded; however, this proposal was originally motivated at the request of the University of Arkansas EASL Committee.

Letters of support should address the following when relevant: the number of current/anticipated job vacancies, whether the degree is desired or required for advancement, the increase in wages projected based on additional education, etc.

Also included here are Letters of support from:

Rogers Public School Assistant Director of secondary ESL, Dr. Tina Howlett.

Springdale Public Schools ESL Coordinator for the district, Dr. Mary Bridgforth.

Dr. Mounir Farah, Social Studies Faculty in CIED at the U of A.

Rey Hernandez, Adult Education-NWACC and LULAC Deputy State Director

All of the above were positive about the need for the MED in TESOL for this region and as an outreach to internationals who are interested in the degrees in TESOL.

(See attached letters and surveys).

Indicate if employer tuition assistance is provided or other enrollment incentives.

The Associate Superintendent of Schools in Springdale they would consider offering various kinds of incentives financial aid and salary enhancement are two.

Describe what need the proposed program will address and how the institution became aware of this need.

Indicate the composition of the program advisory committee, including the number of members, professional background of members, topics to be considered by the members, meeting schedule (annually, bi-annually, quarterly), institutional representative, etc.

*The **Program Advisory Committee** will consist of the two ESL faculty members, the department chair, and a member from the area institutions (to be chosen later).*

Indicate the projected number of program graduates in 3-5 years.

	2013-14	2014-15	2015-16	2016-17	2017-18	Total
<i>Enrollment</i>	10	10	10	10	10	50
<i>Continuing</i>		2	4	6	6	14
<i>Graduated</i>		8	8	10	10	36

Impact on Arkansas Schools

ESL professionals in Northwest Arkansas teach, prepare and provide in-service training and on-going support to help teachers better serve language minority populations. In districts in Northwest Arkansas, it is not unusual for a school to have 40% or more language minority children. In these districts, every teacher acts as an ESL teacher. Teachers are impacted in two ways--first, the ESL teachers themselves offer pull-out programs, sheltered classes, and support to content teachers. Secondly, in the content/classroom teachers now, in addition to all else she does, must also find ways to accommodate language minority students in the content classroom. Many content and classroom teachers have had little or no coursework in teaching culturally and linguistically diverse populations. Their education may have offered/required one course in special needs populations or differentiated instruction. Those teachers may need extensive support and leadership to transition into their new roles. The roles of ESL professionals in Northwest Arkansas are similar to the roles of ESL professionals in any Arkansas school district. However, the large population of Culturally and Language Diverse students present in Northwest Arkansas combined with the location of the University combine to increase the impact of the program of the program on the students in this area.

International Impact

The CIED/ESL faculty frequently receive inquiries from international students seeking the MEd in TESOL specifically or an ESL concentration in a Ph.D. program. This program would provide both. In addition, there are great possibilities for marketing the program abroad especially in East Asia and the Middle East.

7. CURRICULUM

Provide curriculum outline by semester (course number/title).

Course Availability

Fall

*CIED 5923 Second Language Acquisition
 CIED 5933 Second Language Methodologies
 CIED 5953 Second Language Assessments
 CIED 5513 Sound System of American English
 CIED 5983 Practicum in CIED
 CIED 5273 Research in Curriculum and Instruction
 ESRM 5393 Statistics in Education and Health Professions
 ESRM 6533 Qualitative Research*

Spring

*CIED 5933 Second Language Methodologies
 CIED 5943 Teaching People of Other Cultures
 CIED 5943 Second Language Assessment
 CIED 5543 Structures of American English
 CIED 5983 Practicum in CIED
 CIED 5273 Research in Curriculum and Instruction*

ESRM 5393 Statistics in Education and Health Professions
ESRM 6533 Qualitative Research

Summer

CIED 5943 Teaching People of Other Cultures
CIED 5933 Second Language Methodologies
CIED 5393 Introduction to Linguistics
CIED 5983 Practicum in CIED
CIED 5013 Measurement, Research and Statistical Concepts in the Schools
CIED 5273 Research in Curriculum and Instruction
ESRM 5393 Statistics in Education and Health Professions

Give total number of semester credit hours required for the program, including prerequisite courses.

33 hours-there are no prerequisites

For each program area/major course, provide the name of the faculty teaching the course.

There are two faculty in ESL: Felicia Lincoln, Ph.D. and Hayriye Kayi-Adar, Ph.D. Each of the faculty may teach any programmatic course. Faculty work assignments vary by semester as needs dictate.

State program admission requirements.

Students are required to have completed an undergraduate degree with a minimum 3.0 GPA in the last 60 hours taken. Admission to the Graduate School is required before acceptance into the degree program.

Describe specified learning outcomes and course examination procedures.

(See syllabi)

Include a copy of the course evaluation to be completed by the student. (Course evaluations should request student comments on textbook use (amount/level of use), and faculty communication (speak clearly, can be understood).

The University-required course evaluation is used in all courses.

Include information received from potential employers about course content.

Course content reflects the requirements for endorsement as specified by the Arkansas Department of Education. Since the majority of the potential employers are school districts, the use of the endorsement requirements positively impacts the course content suggested by the potential employers.

Provide institutional curriculum committee review/approval date for proposed program.

CCPC approved on September 12, 2012

UCPC meets on December 14, 2012.

8. FACULTY

List the names and credentials (**college/university awarding degree; degree level; degree field**) of all faculty teaching courses in the proposed program.

*Felicia Lincoln, Ph.D. (University of Pennsylvania), Associate Professor
Educational Linguistics*

*Hayriye Kayi-Adar, Ph.D. (University of Texas at Austin), Assistant Professor
Foreign Language Education/Teaching English as a Second Language (TESL)*

Total number of faculty required for program implementation, including the number of existing faculty and number of new faculty.

The two faculty currently in the ESL program will be implementing the program and no new faculty will be needed.

For proposed graduate programs: Provide the curriculum vita for faculty teaching in the program, and the expected vitae for new faculty and expected hire date.

(See attached vita)

Provide the projected startup costs for faculty research laboratories, and the projected number of and costs for graduate teaching and research assistants.

N/A

9. DESCRIPTION OF RESOURCES

Current library resources in the field

Here are some possibilities to use, from the online book catalog:

ESL or second language or language learn* retrieves 1739*

Language retrieves 25223*

language and (second or English or foreign) retrieves 9968*

The library also recently purchased Mango Language Learning (a user friendly support to language teaching

Current instructional facilities including classrooms, instructional equipment and technology, laboratories (if applicable)

N/A

New instructional resources required, including costs and acquisition plan

Our facility (Peabody Hall) is recently remodeled and equipped with smart technology. It should be sufficient for the present.

10. NEW PROGRAM COSTS – Expenditures for the first 3 years

No new costs required for program implementation (Provide explanation)

The ESL program has been a part of the Department of Curriculum and Instruction for years. The department provides administrative, secretarial and bookkeeping functions for all programs within the department. Thus, no new administrative costs have been identified for the M.Ed. proposal.

11. SOURCES OF PROGRAM FUNDING – Income for the first 3 years of program operation

Indicate the projected annual student enrollment and expected annual tuition/fees for the proposed program (Provide the amount of student tuition per credit hour)

	2013-14	2014-15	2015-16	2016-17	2017-18	Total	Tuition costs
<i>Enrollment</i>	10	10	10	10	10	50	
<i>Continuing</i>		2	4	6	6	14	
<i>Graduated</i>		8	8	10	10	36	

Indicate the projected annual state general revenues for the proposed program (Provide the amount of state general revenue per student)

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

Proposed program will be housed in (department/college)

The ESL endorsement program is currently housed in the Department of Curriculum and Instruction (CIED), College of Education and Health Professions and the proposed MEd in TESOL will join it in CIED.

13. SPECIALIZED REQUIREMENTS

Describe specialized accreditation requirements for program (name of accrediting agency)

N/A

Licensure/certification requirements for student entry into the field (name of program licensure/approving agencies)

The teaching licensure in Elementary Education/Secondary Content Area/ and the four ESL endorsement courses is currently approved by the Arkansas Department of Education upon the recommendation of the University of Arkansas CIED Licensing Officer (Kathy Malstrom). Thus, no new program approvals are necessary.

Provide documentation of Agency/Board approvals (education, nursing--initial approval required, health-professions, counseling, etc.)

N/A

14. Board of Trustees Approval

Provide the date that the Board approved the proposed program

15. SIMILAR PROGRAMS

List institutions offering program

Arkansas Tech University - Master's degree in TESOL

Arkansas institutions that offer non-degree programs of study for the ESL endorsement are:

Arkansas Tech University – undergraduate & graduate

Harding University – undergraduate

Henderson State University – undergraduate & graduate

John Brown University – undergraduate & graduate

Southern Arkansas University – undergraduate & graduate

*University of Arkansas-Fayetteville – graduate
University of Arkansas-Fort Smith – undergraduate
University of Arkansas-Little Rock – undergraduate
University of Arkansas-Monticello – graduate
University of Central Arkansas – undergraduate & graduate
(See attached letter from Dr. Mike Lucas at the Arkansas Department of
Education)*

Why is proposed program needed if offered at other institutions in Arkansas or region?

(1) Only Arkansas Tech (ATU) has a graduate program (MA TESOL) and it serves students largely within driving distance of its campus. The geographical barrier makes it difficult for students in the Fayetteville area to attend courses to pursue the degree. We believe that a state as large as Arkansas needs at least 2 programs to prepare teachers to teach our growing language minority populations.

(2) The Master of Arts in TESOL offered by ATU provides students with the 4 endorsement courses. However, the MEd in TESOL at the UA will also offer the endorsement courses and will require 4 four linguistics courses which will provide a more robust program for those teaching English as a second or foreign language. These courses are needed for the growing numbers of students who come to us from international settings.

List institutions offering a similar program that the institution used a model to develop the proposed program.

*University of Pennsylvania
University of Texas-Austin
Teachers College, Columbia.*

Provide a copy of the e-mail notification to other institutions in the state of the proposed program and their responses; include your reply to the institutional responses.

Janet? Mike Miller? Craig??

16. DESEGREGATION

By program area, provide the total number of students, number of black students, and number of other minority students enrolled in related certificate and/or degree programs (if applicable)

Janet? Mike Miller? Craig??

17. INSTITUTIONAL AGREEMENTS/MEMORANDUM OF UNDERSTANDING (MOU)

If the courses or academic support services will be provided by other institutions or organizations, include a copy of the signed MOU that outlines the responsibilities of each party and the effective dates of the agreement.

N/A

18. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF