## REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

**DEPARTMENT:** SPLS    **PROPOSED EFFECTIVE SEMESTER:** Fall 2019    **COLLEGE:**    CEHD

**PROPOSED IMPROVEMENTS**

*Academic Program*
- ☐ New degree*
- ☐ New major*
- ☐ New curriculum*
- ☐ New concentration*
- ☐ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- X☐ Other (explain**)

*Substantive Course Changes*
- ☐ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
         (attach current & proposed)
- ☐ General education (select one)
         Not Applicable
- ☐ Other (explain**)

*Misc. Course Changes*
- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain**)

**\*\* Other:** Accelerated Graduate Degree Program

**Title of degree, curriculum, major, minor, concentration, or certificate:** M.A. Teaching English to Speakers of Other Languages (TESM)

**Existing course prefix and #:**       **Proposed course prefix and #:**       **Credit hours:**
**Existing course title:**
**Proposed course title:**

**Existing course prerequisite & co-requisite(s):**
**Proposed course prerequisite(s)**
          If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."
**Proposed course co-requisite(s)**
          If there are multiple corequisites, they are always joined by "and."
**Proposed course prerequisite(s) that can also be taken concurrently:**
**Is there a minimum grade for the prerequisites or corequisites?**
          The default grades are D for undergraduates and C for graduates.
**Major/minor or classification restrictions:**
          List the Banner 4 character codes and whether they should be included or excluded.
**For 5000 level prerequisites & corequisites:** Do these apply to: (circle one)    undergraduates    graduates    both

**Specifications for University Schedule of Classes:**
**a. Course title (maximum of 30 spaces):**
**b. Multi-topic course:** ☐No  ☐Yes
**c. Repeatable for credit:** ☐ No  ☐ Yes
**d. Mandatory credit/no credit:** ☐ No  ☐Yes
**e. Type of class and contact hours per week (check type and indicate hours as appropriate)**
          1. ☐ Lecture          3. ☐ Lecture/lab/discussion          5. ☐ Independent study
          2. ☐ Lab or discussion          4. ☐ Seminar or ☐ studio          6. ☐ Supervision or practicum

**CIP Code (Registrar's use only):**
_____

_____
Chair/Director                                                                                     Date

_____
Chair, College Curriculum Committee                                                 Date

_____
Dean                          Date:              Graduate Dean:                         Date

_____
Curriculum Manager: Return to dean ☐ Date              Forward to:              Date

_____
Chair, COGE/ PEB / FS President                                                     Date

**FOR PROPOSALS REQUIRING GSC/USC REVIEW:**

\* ☐ Approve ☐ Disapprove | Chair, GSC/USC                                   Date

\* ☐ Approve ☐ Disapprove | Provost                                               Date

Revised May 2007. All previous forms are obsolete and should not be used.

1. Explain briefly and clearly the proposed improvement.

   The Literacy Studies Unit proposes to establish an Accelerated Graduate Degree Program (AGDP) for the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL).

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

   The AGDP would allow WMU students from any K-12 initial certification teacher education program, with a GPA of 3.0, to take up to 12 credit hours of 5000 and 6000 level classes, which would count for both the undergraduate major and the MA TESOL. Currently, there are three 5000 level classes that are required or are electives in some programs. Providing students with this option to double-count to 12 credit hours offers a financial incentive for students to enroll in the M.A. TESOL program, which would encourage them to remain a student at WMU to complete their graduate program. In addition, the LS unit currently has a five-year ESL grant that provides full funding for up to forty-four (44) undergraduates across the next five years for three (3) of these 5000 level ESL classes. The option of an AGDP will allow those students to make use of the grant-funded courses – if this program is approved.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

   The effect on other programs, departments, or colleges should be minimal as these courses are currently offered and enrollment is low. Students from other departments will still have access to Teaching English Learner (program code TEL) undergraduate and graduate courses.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

   The AGDP may result in an increase in the number of students seeking an MA TESOL. However, there are currently undergraduates who already make use of TEL 5000 classes that are required and/or elective options in their existing programs. The AGDP will allow students to count those courses towards a master's degree in the future. The courses that undergraduates currently have access to as electives or required courses are:

   LS  5100    Diversity in Language, Literacy, and Learning (3 credits)
   TEL 5150    Introduction to ESL/Bilingual Education (3 credits)
   TEL 5200    Linguistic Principles for ESL and Bilingual Education (3 credits)
   TEL 6220    Standards and Assessment in ESL Education (3 credits)

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

   The three 5000 level courses are currently listed as available to undergraduates in teacher education programs and are offered regularly across the academic calendar as online and face-to-face classes. TEL 6220 is currently offered once per year. This schedule will not change and will not be affected by the AGDP. Therefore, there will be no impact on current students, but the new program will make it easier for students to be admitted to, and complete, their MA TESOL.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

   Prospective AGDP students will be WMU students majoring in teacher education at the secondary or elementary level. There is a critical need to increase the number of ESL endorsed teachers in Michigan, and the MA TESOL degree leads to the state endorsement in ESL. The current ratio is approximately 1 ESL endorsed teacher for every 168 ELs in Michigan. The Michigan Department of Education and the US Department of Education is providing Teacher Preparation Institutions with excellent incentives to increase the number of ESL endorsed teachers. This is one of the reasons that WMU received our $2.6M grant that is funding undergraduate ESL courses. The market demand for ESL certified teachers in Michigan and nation-wide is high. Our estimated enrollment over the next five years is approximately 175 shared between the certificate program and the MA TESOL program. Most students will opt for the MA TESOL because it only requires two additional courses (or 6 credit hours) more than the certificate

program. Along with that, the AGDP will only allow them to bring undergraduate courses into the MA TESOL program, but not the ESL graduate certificate program.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

   There will be minimal effects on resources because the $2.6M ESL grant has allowed our department to fund a term TESOL faculty position for the next five years. We also have a strategic initiative to increase enrollment in our programs and this proposal addresses it. Beyond that, we have department chair approval for the necessary staffing and resources needed to meet the increased demand for these courses. A letter of support from Dr. Regena Nelson attached.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) NA

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

A. Candidates understand theories and instructional practices of first (L1) and second (L2) language acquisition and development.
B. Candidates have knowledge about linguistic (e.g., morphology, syntax, etc.) and socio-linguistic elements (e.g., dialects, language varieties, etc.) and can apply this knowledge to modify instruction for English learners.
C. Candidates understand relevant standards (e.g. Michigan English Language Proficiency Standards, Michigan Curriculum Framework, and ESL Standards for Pre-K-12 Students, and TESOL standards) and can apply them into curriculum and instruction for English language learners.
D. Candidates are familiar with multiple language and literacy assessments and various issues related to assessing English language learners. Candidates demonstrate their ability to interpret the results of students' performances and use the results to direct and inform their instruction adapted to English language learners.
E. Candidates can provide evidence of their cultural competence and how they use this to facilitate the English learning process.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. This proposal was in response to formal and informal assessment activities. Although enrollment in the new TESOL program, which was launched last year, is doing well, there is room for growth. To increase enrollment, one of our strategies is to work closely with undergraduate program directors to launch AGDP in TESOL. We believe that offering 12 credits toward a master's degree will be an incentive to transfer into the M.A. TESOL program. This will make the graduate degree more competitive and financially feasible to interested students.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. NA – students entering the professional teacher education programs have already transferred to WMU any courses from previous institutions before reaching this level of study in their programs.

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| Accelerated Graduate Degree Program – Master of Arts in Teaching English to Speakers of Other Languages (TESOL)<br>Advisors: Virginia David, Hsiao-Chin Kuo, Susan Piazza, Selena Protacio<br><br>The accelerated graduate degree program (AGDP) in TESOL allows qualifying students to begin accumulating credits toward completion of a Master of Arts degree in TESOL while still enrolled as undergraduates in teacher education programs. Undergraduate students admitted to the AGDP may take up to 12 credit hours of designated 5000 and 6000-level classes for graduate credit. These designated courses may be used in completion of both the |

bachelor's degree and the master's degree.

The 30-hour program of study is identical to the MA described above. Students will pay undergraduate tuition for the designated AGDP 5000 and 6000-level courses as undergraduates, and the courses will be included in the flat tuition rate. On completion of the undergraduate degree, the student will be re-classified as a graduate student and then will pay graduate tuition rates for additional courses leading to the M.A. Students who previously have received their baccalaureate degrees will be ineligible to apply for this program and retroactively claim credits toward the M.A. TESOL degree.

Admission criteria

1. Students must have a declared major that leads to initial teacher certification in Michigan, and have a minimum accumulated grade point average (GPA) of 3.0 (based on at least 45 earned credit hours, 15 of which shall be earned at Western Michigan University).
2. The student completes the online graduate application (http://www.wmich.edu/apply) and within the application selects the application type "Accelerated degree seeking – only available to current WMU undergraduate student."
3. International students must clarify their visa status with the Office of International Student and Scholar Services before submitting an application for AGDP.
4. For international students, minimum iBT TOEFL score of 89 with a minimum subscore of 20 for writing or a minimum IELTS score of 6.5 with a minimum subscore of 6 for writing. Provisional admission would require a minimum iBT TOEFL score of 70 and a minimum IELTS score of 6.

Admission procedure

1. As early as possible in the academic junior year, the student contacts the graduate program advisor to discuss this AGDP option and review the requirements, timelines, and application procedures.
2. The student completes the online graduate application.
3. Upon acceptance into the AGDP, the student meets with the graduate program advisor and an undergraduate academic advisor to prepare an appropriate program of study that meets the requirements for the undergraduate and graduate degrees.
4. The AGDP Course Approval Form that lists the graduate courses to be counted in both degrees will be sent to the student and to the registrar. A copy of this form will also be included in the student's graduate file.

Requirement for continuing eligibility and graduation:

1. Students must complete the requirements for the M.A. degree within 24 months from the completion of the bachelor's degree. Students unable to meet this requirement must apply for an extension with the director of graduate studies in the Department of Special Education and Literacy Studies.
2. To progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the AGDP.

*Withdrawal*
A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

Designated Accelerated Degree Program Eligible TESOL courses:

LS 5100   Diversity in Language, Literacy, and
           Learning (3 credits)
TEL 5150   Introduction to ESL/Bilingual Education (3 credits)
TEL 5200   Linguistic Principles for ESL and Bilingual Education (3 credits)
TEL 6220   Standards and Assessments in ESL

| Education (3 credits) |
|---|
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