

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: SPLS PROPOSED EFFECTIVE SEMESTER: Fall 2016 COLLEGE: CEHD

PROPOSED IMPROVEMENTS

Academic Program

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

Substantive Course Changes

- 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
[] General education (select one)
[] Other (explain**)

Misc. Course Changes

- 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:

Title of degree, curriculum, major, minor, concentration, or certificate: MA Teaching English to Speakers of Other Languages (TESOL) program/ M.A. TESOL program

Existing course prefix and #: n/a Proposed course prefix and #: n/a Credit hours: 30 credits

Existing course title: n/a

Proposed course title:

Existing course prerequisite & co-requisite(s): none

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:

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 [Signature] Date 10/13/15

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

1. Explain briefly and clearly the proposed improvement.

The proposed program is a 30 hour Master's of Arts in Teaching English to Speakers of Other Languages (M.A. TESOL) program. This master's program incorporates the 21 credits from the graduate certificate program. The proposed program is in response to the Educator Preparation Governing Council's (EPGC) encouragement to extend the graduate certificate program into a master's program. Those who finish the M.A. TESOL and who have an initial teaching certificate will be eligible for an ESL endorsement in Michigan. Below are the proposed courses for the M.A. TESOL program.

The required courses for the M.A. TESOL program include:

- TEL 5150 Introduction to ESL/Bilingual Education (3 credits)
- TEL 5200 Linguistic Principles for ESL and Bilingual Education (3 credits)
- TEL 6210 ESL Teaching Methods (4 credits)
- TEL 6310 Advanced ESL Teaching Methods (4 credits)
- TEL 6220 Standards and Assessments in ESL Education (3 credits)
- TEL 6320 Advanced Standards and Assessments in ESL Education (4 credits)
- TEL 6350 Research Methods in TESOL (3 credits)
- TEL 6450 Capstone in TESOL (3 credits)

Students will select one elective from the following courses:

- LS 5100 Differences in Literacy, Language, and Learning (3 credits)
- LS 6300 Teaching Reading in a Diverse Society (3 credits)
- TEL 6700 Special Topics in TESOL (3 credits)

The proposed M.A. TESOL program includes the creation of 3 new courses. TEL 6350 (Research Methods in TESOL), TEL 6450 (Capstone in TESOL), and TEL 6700 (Special Topics in TESOL).

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

As of Fall 2015, WMU launched an ESL graduate certificate program, which will lead to an ESL endorsement. However, an M.A. TESOL program would be more appealing to prospective students for several reasons. First, for in-service teachers, having a master's degree would result in an increase in salary. Second, some school districts offer financial support, such as tuition reimbursement, for those enrolled in a master's program, but they might not offer these for those enrolled in a certificate program. Third, an M.A. TESOL is appealing to international students, and a graduate certificate program by itself will not attract many international students. Finally, students who wish to pursue a doctoral degree in TESOL or Second Language Acquisition would find the M.A. TESOL program more appealing than the graduate certificate program. In sum, the graduate certificate program may be appealing for those who wish to add the ESL endorsement to their teaching certificate, but offering an M.A. TESOL program would expand the circle of possible students for recruitment, particularly for international students. Also, there is currently no institution in Southwest Michigan which offers an M.A. TESOL program, and thus there is a lot of potential in this area for student recruitment.

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 proposed program is not a duplication of any existing program at the university. As previously stated, the proposed M.A. TESOL program is an extension of the ESL graduate certificate program, and the curricular process for the ESL graduate certificate program documented there was no overlap with other departmental offerings at WMU.

Thomas Marks, the director of the Center for English Language and Culture for International Students (CELCIS), stated in his letter of support that the M.A. TESOL will not impact CELCIS enrollment. He stated, "I do not see any potential for conflict or competition. I have consulted with the HIGE Associate Provost, Dr. Wolfgang Schloer, about this letter and he concurs with my view." Mr. Marks said the M.A. TESOL program may even have a positive effect on CELCIS enrollment since the program may attract international students who may first need to improve their English skills at CELCIS.

The M.A. TESOL program will have a positive effect on the CEHD and the university. It is anticipated that this program will garner high interest from schools and RESAs in the Southwest Michigan area. Currently, the closest universities that offer an M.A. TESOL program are Grand Valley State University and Aquinas College. Thus, there is certainly a market

for this program in the Southwest Michigan area and nationwide. Additionally, the proposed program will be appealing for the international universities with which the CEHD currently has partnerships.

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

The M.A. TESOL program will have a positive effect on the Department of Special Education and Literacy Studies as it will bring more enrolled students to the department. The proposed M.A. TESOL program has anticipated positive effects on our departmental offerings, specifically for the existing courses in the ESL graduate certificate program. It also has positive effects on the M. A. Literacy Studies program. Two of the courses in the M.A. Literacy Studies program are electives for the M.A. TESOL program: (1) LS 5100 (Diversity in Language, Literacy, and Learning) and (2) LS 6300 (Teaching Reading in a Diverse Society). Therefore, this would increase student enrollment for these two classes in the M.A. Literacy Studies program. The only anticipated negative effect is that prospective students for the M.A. TESOL program and the M.A. Literacy Studies program may be drawing from the same pool. However, these two programs could be mutually beneficial by offering the other program's courses as electives. For instance, TEL courses could be taken by LS students as electives, and we have considered this when outlining electives for each program.

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.

There are no program conflicts. We intend to offer courses in a sequence that would allow the students to complete the certificate in approximately two years (if students take two courses per semester). This would allow students to complete the program in a reasonable amount of time. Please see table below for proposed sequence.

Fall – Year 1	Spring – Year 1	Summer Year 1	Fall – Year 2	Spring – Year 2
TEL 5150	TEL 6210	Elective	TEL 6310	TEL 6350
TEL 5200	TEL 6220*		TEL 6320	TEL 6450

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?

Our anticipated student audience are (1) in-service teachers, especially language teachers, who are seeking additional qualification, (2) individuals who would like to teach English abroad, and (3) international students who would like to teach English in their native countries where English is a second or additional language. A comparison between other universities have shown there is a steady interest in M.A. TESOL programs. Wendy Wang, a professor of ESL at Eastern Michigan University, indicates they have approximately 30-40 students enrolled in their M.A. TESOL program. Susan Dalebout, Assistant Dean of Michigan State University's College of Education, indicated that their college could not accommodate the 100 undergraduates who wish to have an ESL endorsement. Currently, their college can only accommodate approximately 60 undergraduates a year in their ESL endorsement program because of lack of field placements. This indicates that there are approximately 40 students per year from MSU alone who may be interested in an M.A. TESOL program wherein they could also obtain their ESL endorsement from the state.

Having an M.A. TESOL will allow graduates to be marketable in the United States as many schools are now looking for teachers who are highly prepared to teach ELLs because of the changing student demographics. This degree will also allow students to have a global job search as they can apply for English teaching positions in international contexts. Moreover, the program would appeal to people from other countries who want to teach English as a second language in their home countries or abroad. This, in turn, would increase the population of international students on campus. For example, the M.A. TESOL program at Indiana State University currently has 32 students, 30 of which are international. Sixty percent of the students in the M.A. TESOL program at the University of Illinois at Urbana-Champaign are international students. Half of the students in the M.A. TESOL program at Michigan State University are international students. Thus, establishing an M.A. TESOL program at WMU would allow the university to attract a high number of international students who are interested in improving their English teaching pedagogy.

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.)

While the proposed program is going to draw on the existing, tangible resources of the SPLS department and the College of Education, this program is going to require additional resources, particularly in terms of faculty resources. Currently, there are three faculty members who are teaching in the ESL graduate certificate program. However, two of these faculty members are term appointments. Meanwhile, the tenure-track faculty member and one of the term faculty are teaching both in Literacy Studies and the ESL graduate certificate program. Courses will be offered once a year (see proposed sequence above). When enrollment increases, courses may need to be offered more than once a year. This also may affect course loads for the faculty members. Eventually, once the program has increasing numbers of students, it is our hope that tenure track faculty lines will be created for the program. Support will also be needed in order to recruit prospective students to the program and market the proposed program.

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.) N/A
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.

See individual course descriptions and proposed syllabi for the learning outcomes for each course.

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 program is not a direct result of assessment outcomes by the college. However, it does address the diversity efforts of WMU CEHD's to improve in the areas of diversity and global engagement. In developing the M.A. TESOL program, the committee adhered to the TESOL Association's Standards for P-12 Teacher Education and the Michigan Department of Education's ESL Standards for the Preparation of Teachers. WMU's CEHD has identified, based on external assessments, that recruiting and retaining diverse students is a high priority of the college. Establishing an M.A. TESOL program, which may attract students from linguistically and culturally diverse backgrounds, will certainly help in diversifying the CEHD's student population.

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.



October 13, 2014

Selena Protacio
Special Education and Literacy Studies

Dear Dr. Protacio:

I am happy to share with you the results of the Educator Preparation Governing Council's review of the plan to create a new endorsement program in English Language Learning/English as a Second Language. On Tuesday, October 6, the EPGC Executive Committee voted to support the development of this new endorsement program. They indicated that they support the current plans for program that would add the endorsement to a current Michigan Teaching Certificate.

They further indicated that they would hope to see the new program eventually become a master's degree program that might be offered completely or partially online.

Thank you for your continued good work to make this program a reality at WMU.

Sincerely,

A handwritten signature in cursive script that reads "Katharine E. Cummings".

Katharine E. Cummings, Ph.D.
Associate Dean and Director of Teacher Education

WESTERN MICHIGAN UNIVERSITY



Center for English Language and Culture for International Students
(CELCIS)

October 7, 2015

Dr. Maria Selena Protacio
Curriculum Chair, ESL Endorsement Program
College of Education and Human Development
Western Michigan University

Dear Dr. Protacio:

I am writing to say that CELCIS (the Center for English Language and Culture for International Students) supports the proposed Master's degree program in Teaching English as a Second Language at WMU. As I understand it, this program will not impact CELCIS enrollments in any way, since CELCIS serves international students seeking to raise their English proficiency to meet university admission requirements. Furthermore, CELCIS requires that all of its instructors already possess a Master's degree in Teaching English as a Second Language, so there is no possibility that students in this proposed Master's program will compete for teaching positions at CELCIS. Therefore, I do not see any potential for conflict or competition. I have consulted with the HIGE Associate Provost, Dr. Wolfgang Schloer, about this letter and he concurs with my view.

Furthermore, this proposed Master's degree program may provide mutually beneficial opportunities for collaboration between our departments. A number of our instructors, including Bob Dlouhy, Ila Baker, Joel Boyd, Eva Copija, and Beth Ernst, would be willing to serve as mentors or advisors for the students in this program. In addition, this program may attract a large number of international students who may first need to improve their English skills at CELCIS, which would boost future CELCIS enrollments. So, these potential benefits are another reason for my support.

Therefore, please know that CELCIS supports you in this effort. We wish you success in establishing this program, and we look forward to working with you.

Sincerely,

Thomas Marks
CELCIS Director

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Scott Hunsinger

*Coordinator of Bilingual Education,
English as a Second Language,
and World Languages*

Dr. Selena O. Protacio
Assistant Professor of Literacy Studies
Western Michigan University
1903 W. Michigan Ave.
Kalamazoo, MI 49008-5258

October 9, 2015

Dear Dr. Protacio,

Congratulations on your new English as a Second Language (ESL) Graduate Certificate Program! At school districts throughout the nation there is an increasing need for teachers with the knowledge and skills that are taught in an ESL program. I am confident that the teachers who complete the ESL program at Western Michigan University will be both highly prepared to teach a diverse group of student learners as well as highly marketable in the education job market. At Kalamazoo Public Schools we are very excited about the program and its impact on teacher quality for the teachers in the Kalamazoo area.

After meeting recently with Dr. Terina Harvey (Director of Curriculum and Instruction), Dr. Deborah Piotrowski (Assistant Superintendent of Teaching and Learning Services), and Dr. Michael Rice (Superintendent of KPS), we came to a consensus that your auspicious and much needed program could possibly be made even more attractive to potential students by extending it to a Master of Arts in TESOL program. Teachers who are new to the profession are very motivated to earn their master's degree because it usually leads to a significant increase in salary. In addition, whereas a graduate certificate would leave most candidates at their current bachelor's degree status, the master's degree would give teachers a clear increase in their educational status, making them even more attractive to a range of employers for a greater range of positions. We think that you would see a significant increase in applicants to the program if a master's degree were added in place of or in addition to the graduate certificate. This would be beneficial for us in KPS because there would be additional teacher candidates for positions throughout the district who are more qualified to serve not only English Learners, but all students in our schools.

Thank you for your visionary work in this area. As always, KPS deeply appreciates the collaborative partnership that exists between our two institutions.

Sincerely,

Scott Hunsinger