



Proposal Of A New Undergraduate Or Graduate Program

This document should not exceed 3-5 pages in length.

1. Proposing College / School: Education
Department: CTCH

2. Proposed Program Title: MEd English for Speakers of Other Language Ed - Distance Learning

3. CIP Code of Proposed Program: 13.1206
4. Proposed Implementation Date: Fall 2015

5. Relationship of Proposed Program to the Auburn University Mission Statement and Strategic Plan:
(Auburn University's mission statement may be accessed at the following site: http://www.auburn.edu/administration/trustees/policymanual/vision_and_mission.html; Auburn University's strategic plan may be accessed at the following site: http://ocm.auburn.edu/strategic_plan/.)

Auburn University's mission statement declares, "The University will provide traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University will draw heavily upon the new instructional and outreach technologies available in the emerging information age." AU's strategic plan and Initiative 2 suggests we expand our graduate programs through distance education. Therefore, the English for Speakers of Other Languages (ESOL) program faculty propose to expand access to their graduate program by offering teachers, who are often non traditional students, the opportunity to earn a Masters in English for Speakers of Other Languages Education leading to a master's level professional educator certificate through online delivery. With the recent approval of the distance course section CTSE 6016 (for the already existing on-campus course section CTSE 6010), the program will be available 100% through distance delivery. This opportunity will not only expand our graduate program, but would be most beneficial to teachers in distant and rural parts of our state who are unable to attend campus based classes after teaching all day. Currently there are few other institutions in the state that offer a Master's degree via entirely distance delivery (University of Alabama - Birmingham, University of South Alabama); therefore, we feel this proposal enables us to meet the needs of ESOL teachers across the state wishing to pursue graduate studies. Preliminary proposal Provost approval date 8/4/2014.

6. Expected Program Outcomes and Assessment Methods:
(Expected outcomes must be stated clearly and must include student learning outcomes and an assessment plan for ascertaining the extent to which the expected outcomes are achieved and for designing improvements based on analysis of assessment results.)

Expected Outcome #1: Content Knowledge -- ESOL Education master's degree graduates must possess a base knowledge in field of linguistics and second language acquisition. They must know key theories related to effective teaching and assessment of ELLs along with showing understanding of cultural and professional aspects of the profession.
Assessment Method: Praxis II English to Speakers of Other Languages (0361)
The Praxis II: English to Speakers of Other Languages exam is designed for prospective teachers of English language learners in elementary and secondary schools. The 120 multiple-choice questions focus on four major domains:
I. Foundations of Linguistics and Language Learning
II. Planning, Implementation, and Managing Instruction
III. Assessment
IV. Cultural and Professional Aspects of the Job
The test questions are aligned with the TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education as developed by Teachers of English to Speakers of Other Languages. The Alabama State Department of Education requires graduates to achieve a minimum score of 144 for an Alabama Class A ESOL Education degree.
Assessment Method: The Graduate Competency Exam -- This is a comprehensive written assessment documenting

mastery of the curriculum and determination of students' abilities to synthesize program knowledge and proficiencies. A rubric is used to evaluate the candidate's content knowledge and application of content knowledge. The rubric ranges from 1 – 4, with 1 being poor and 4 being exemplary.

Expected Outcome #2: Professional Knowledge and Skills -- ESOL Education master's degree graduates should demonstrate the ability to integrate theory with practice, to develop and test classroom management and pedagogical skills, and to hone his or her use of evidence in making professional decisions about practice.

Assessment Method: Written Professional Work Sample

The Professional Work Sample (PWS) requires teacher candidates to document their planning, implementation, reflection, and analysis of student learning during their semester long internship experience. The goal of the PWS is to challenge ESOL Education teacher candidates to demonstrate their decision-making processes for teaching practices through an in-depth written product.

Expected Outcome #3: Professionalism -- ESOL Education master's degree graduates will demonstrate the dispositions expected of educator professionals during their internship.

Assessment Method: The Professional Dispositions Checklist consists of 12 items based on professional, state, and college expectations. Graduate level ESOL Education candidates are assessed with this checklist during internship. Each item is rated as acceptable or unacceptable.

7. Degree Requirements (Including All Formal Options):

(For programs at the undergraduate level, please provide a curriculum model for the program as well as for each formal option.)

Teaching Field: (21 hours) At least 1/3 of the program shall be teaching field courses.

CTES 7420/6 Applied Linguistics in Second Lang Acquisition (3 hours)

CTSE 6010/6 Language Study for Teachers (3 hours)

CTES 7460/6 Teaching ESOL in Pre-K-12 (3 hours)

CTES 7470/6 Issues in ESOL Education (3 hours)

CTES 7480/6 Assessment in ESOL (3 hours)

Common Areas: Six hours of advisor approved 6000-7000 level courses in the teaching field (i.e., English, ESOL, English language arts, language, or reading) (6 hours)

Additional courses: (6 hours)

Required- FOUN 7000/6 Cultural Found of Education OR

Advisor approved FOUN course (3 hours)

Select 3 hours from the following advisor approved courses- (3 hours)

RSED 6000/6 Adv Survey of Exceptionality (required if survey of special education course not previously completed)

Other advisor approved courses (e.g., teaching field, pedagogy, research, evaluation, human behavior/development, foundations, technology).

Internship: (3 hours)

CTES 7920/6 Clinical Residency (3 hours)

TOTAL = 30 HOURS

8. Specific Admission and/or Continuation Requirements:

Admission to the Distance Education Masters graduate program in ESOL includes the same criteria as required for the residential ESOL Masters program.

9. Existing Courses and New Courses Required:

All courses are already offered in the on-campus version of the program. Refer to #7 above.

10. Relationship of Proposed Program to Other Auburn University Programs:

(If "yes" for either item, please provide explanation in the space provided below.)

Will the program support or be supported by other program(s) at Auburn University?

Yes No

Will this program replace any existing program(s), or specializations / options / concentrations within existing program(s) at Auburn University?

Yes No

11. New or Additional Resources / Resource Shifting Required:

(If "yes" for any item, please provide explanation in the space provided below.)

- Will additional faculty lines be required? Yes No
- Will new or additional space (e.g.: laboratory or classroom) be required? Yes No
- Will additional library resources be required? Yes No
- Will additional GTA support be required? Yes No

Explanation of or provision for new or additional resources / explanation of program's support or replacement of other programs:

Students are required to take FOUN 7020 or FOUN 7000/7006 offered by the Educational Foundation Leadership & Technology Department in the College of Education for program completion.

12. Potential Duplication of Other Programs in the State:

(If the program would overlap with or duplicate a similar offering at another institution in the state, articulate the program's necessity and/or any differences from similar programs.)

Based on current offerings by other ESOL graduate programs in the state of Alabama, once approved, Auburn University would be one of three programs (University of South Alabama, University of Alabama - Birmingham) in the state to offer a total distance ESOL Master's degree. Due to the increasing numbers of English Learners in the state and with state requirements for highly qualified teachers, we believe our proposal will not adversely affect these institution's enrollment.

13. Collaboration With Other Institutions:

(Indicate whether or not the proposed program will -- either immediately or in the future -- involve collaboration with other post-secondary institutions. If so, provide all relevant details.)

At this time, there are no plans to collaborate with any other post-secondary institutions.

14. Distance Education:

(If Distance Education will be incorporated in the delivery of the proposed program, provide details of implementation, scope, etc.)

Technology requirements:

Students will need Internet access for Canvas, or other AU approved electronic course delivery software, AU Library Services via online database, and email.

Course Materials and Lectures:

Students in the distance education courses will access class lectures synchronously or asynchronously through the use of streaming media. Links to the lectures will be posted in Canvas, or other AU electronic course delivery system. Assignments will be submitted electronically via email or on Canvas allowing for timely delivery and subsequent instructor response. Students will have access to the instructor via email, phone, or Internet technologies as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides distance education students with identical lectures and equal access to both the instructor and other students.

Course Assignments and Products:

All students will be able to access required materials and turn in assignments on the due dates given and before class meets. Assignments will be submitted via Canvas or email. Students will post presentations (e.g. voice-over PowerPoint to Canvas for class access by the given due dates. Class discussions and participation will take place synchronously or asynchronously on Canvas via the threaded discussion feature. Distance students must turn in all assignments by midnight of the due date. Due dates/times are firm unless otherwise prearranged with the permission of the instructor.

Examinations:

Distance education students will take all closed examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal, or a dean or department head of a college or instructor of the course. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

15. Documented Need for Proposed Program:

(Elaborate upon the methodology used to appropriately assess regional, state, or national need and/or student demand for program.)

An examination of all the ESOL Education graduate programs was conducted Fall 2013. Only two institutions, University of South Alabama and University of Alabama - Birmingham offer a complete online degree in ESOL Education. The ESOL Education program coordinator has documented over 30 requests for information about certificate/degree options in ESOL Education since August 2013. Since classroom teachers rarely have the opportunity to become full time graduate students and they often teach all day, the offering of distance courses provides them with flexibility they need that is not available in traditional campus based courses.

16. Employment Opportunities:

(Provide specific examples of employment opportunities anticipated for graduates of the proposed program.)

Many school systems in the state prefer teachers with Master's degree due to their expertise in research based teaching practices. In addition, every five years teachers in Alabama are required to provide evidence of professional development and/or six graduate credit hours for the renewal of their teacher certificate. Per professional requirements by the State of Alabama, the offering of the distance graduate courses will provide access to a greater number of classroom teachers who need graduate credit hours.

Kimberly Walls

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Approvals

Department Chair / Head

Date

College / School Curriculum Committee

Date

College / School Dean

Date

Dean of the Graduate School *(for Graduate Programs)*

Date

Assoc. Provost for Undergraduate Studies *(for Undergraduate Programs)*

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