

**BOARD OF REGENTS**  
**EASTERN MICHIGAN UNIVERSITY**  
**RECOMMENDATION**

SECTION: 12

DATE: February 9, 2018

**NEW ACADEMIC PROGRAM**

**ACTION REQUESTED**

It is recommended that the Board of Regents approve a New Academic Program: **Teaching English to Speakers of Other Languages Major (Bachelor of Arts)**

**SUMMARY**

The *Bachelor of Arts in Teaching English to Speakers of Other Languages* is designed for students who want to engage with international populations in the US or Abroad.

**PROPOSAL ELEMENTS**

*Rationale* The Department of World Languages requests this major in order to secure their ability to meet the needs of Michigan students who wish to enter the field of Teaching English to Speakers of Other Languages (TESOL).

Increasingly the field of TESOL has seen hiring standards rising internationally. When the department's TESOL minor was initiated, it was sufficient for EMU students to become endorsed to teach English as a Second Language (ESL) in Michigan if they were certified in one of the primary teaching fields. The minor was also sufficient at that time for graduates to get teaching positions abroad. However, the governments of China, Japan, and Korea have all raised their visa requirements for US citizens wishing to teach English, and the current trend internationally is to require a university degree in the field and teaching experience to get such a position.

Universities in various countries have requested that EMU join with them to create joint degrees in ESL teaching, opening up an international market for our program. However, those universities do not recognize a minor, and require that their students enroll as part of a Bachelor's Degree.

The federal Department of Education change from No Child Left Behind (NCLB) to the 2016 Every Student Succeeds Act (ESSA) means that more ESL teachers will be needed in the future to meet government requirements for schools working with English Language Learners. At the same time the Michigan Department of Education is showing signs that completing a minor may not be sufficient for future teacher endorsement.

*Program Distinction* According to the Michigan Department of Education site, there are currently no BA/BS degrees in the field. Approximately 24 schools have minors leading to ESL certification that are equivalent to EMU's current TESOL Minor program. Being the first institution in the state to offer a bachelor's degree in the field would help us maintain a history of leading in the field (first master's degree 1980s, first graduate endorsement 1990s, and first undergraduate endorsement 2007).

# **BOARD OF REGENTS**

## **EASTERN MICHIGAN UNIVERSITY**

### **RECOMMENDATION**

*Curriculum Design* The proposed Major requires students to complete 36 credit hours (30 hours of required courses, 6 hours of restricted electives). Beginning classes focus on language (LNGE). Students will hone their knowledge of English language structures and discover how language and culture influence each other in a variety of settings in the U.S. and around the world. After exploring how students learn language, upper level classes focus on English language teaching methodology and practice. Students will also have opportunities to plan and implement language teaching activities.

*Projected Enrollment* There is robust enrollment in the existing TESOL Minor program. The program now teaches all of their courses both Fall and Winter, with 50% increase in enrollment in the last three years. Given the current interest in the minor, and the expansion of jobs in ESL immigrant education and expanding programs in countries like Korea and China, the World Languages Department project 22 US majors graduating within two years, increasing to 50 within four years.

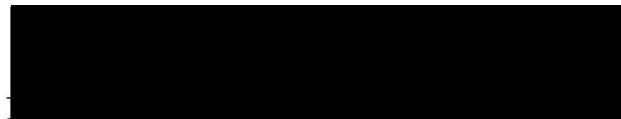
Once created, the program faculty plan to market the BA-TESOL internationally, bringing students from partner institutions in China, Poland, Japan, the Czech Republic, and Korea.

### **FISCAL IMPLICATIONS**

Program costs will be absorbed by the current Academic Affairs budget.

### **ADMINISTRATIVE RECOMMENDATION**

The proposed Board action has been reviewed and is recommended for Board approval.



University Executive Officer

1/19/18  
Date

# Teaching English to Speakers of Other Languages

## New Program

### I. General Proposal Information

\*\*\*Before you begin, please open the **user guide** for this form and **turn on help text** (blue circle w/ white "i")\*\*\*

**Proposed Title\*** Teaching English to Speakers of Other Languages

**Proposed Degree Type\*** Bachelor of Arts

**Department\*** World Languages

**College\*** Arts & Sciences

**Contact Person** Cynthia Macknish

**Contact Phone**

**Contact e-mail** cmacknis@emich.edu

**Program Type\*** ☒ Program  
☐ Shared Core

**Is this a new major, masters, or doctorate program?\*** ☒ Yes ☐ No

To determine the appropriate approval process for this proposal, please answer the following questions. *If you are unsure how to answer these questions please contact the appropriate office or individual for assistance.*

#### Department/School Level

Program Area/UG/Grad Committee Please select the committee(s) below and add the committee's number in the text box.

**Area Committee**

**Area Committee Number**

Graduate or  
Undergraduate  
Committee

Graduate or  
Undergraduate  
Committee  
Number

Check all that  
apply

☐ ESL Program

☐ History Section (HIST/PHIL)

**Curriculum/Instruction Committee** *Will your Department's Instruction/Curriculum Committee need to review this proposal?*

Select "Yes," unless 1) Your department/school is not using Curriculog for committee work. 2) This course is under the purview of the History & Philosophy Department or Physician Assistant Program 3) The proposed revision does not meet the criteria for committee review in your department (See Dept. Head) 4) The committee selected in the previous question is the LAST step before a full department vote or department head approval.

Curriculum  
Committee\*

☐ Yes ☒ No

### Faculty Vote Count

*Please wait to complete this section until after faculty vote. Department Head/School Director will complete the section when the proposal reaches their step in the process.*

For 13

Against 0

Abstentions 0

### College Level

*Faculty Input at the college level will be determined by the Dean's Office in accordance with college input documents.*

### Input Process Review

After completing the Faculty Input questions above, please click "Save."  
Review the Steps to Approval on the right side of this screen. The activated steps will appear "open" with participants listed.  
Please confirm that the approval steps appear as they should, by clicking "Completed" below.

Process Review\* ☒ Completed

## II. Description

### A. Goals, Objectives, and Student Learning Outcomes



**State the general philosophy and intent of the proposed program.****General Philosophy\***

This program is designed to provide practical training in TESOL for international contexts. Courses are designed to meet the standards for English Teacher Preparation of our professional organization, TESOL Inc. (attached). Each course will have specific connections to the standards such that every student will be exposed to the theory and practice embedded within those standards.

**List the goals, objectives, and student learning outcomes as specifically as possible. These should be stated in such a way as to facilitate assessment of whether or not they are being met.**

**Goals, Objectives, and Student Learning Outcomes\*****The goals of the program are to:**

- Prepare candidates to teach English to speakers of other languages in US and international settings
- Provide teaching candidates with a thorough grounding in language, culture, teaching methodology, and assessment
- Provide candidates with marketable skills that will enable them to be competitive in the global field of teaching English
- Expand the number of international students at EMU by recruiting English teaching candidates from around the world
- Increase the number of EMU students who study abroad

The core content area for TESOL is Language, specifically English. Knowledge of this content area will be taught in three courses: Grammar for ESL teachers (LNGE 202); Introduction to language (LNGE 223); and Second Language Acquisition (LNGE 325). Together these courses meet the TESOL Inc. Domain 1 (Language):

- Candidates will know, understand, use, and be able to explain to students the structure of language to help English language learners (ELLs) develop language and literacy.
- Standard 1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
- Standard 1.b. Language acquisition and development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.

When they have completed the degree, TESOL candidates will be able to analyze ELL students' language use, determine language areas that need improvement, plan lessons that address those areas, and assess the extent to which the graduate's teaching has succeeded in improving their students' language.

The program, like the wider field of TESOL, is international in scope. Therefore it will address issues of cultural contact and engender intercultural competence in candidates. Courses that specifically target TESOL Inc.'s Domain 2 (Culture) include LNGE 240, Linguistic and Cultural Diversity in the US (LNGE 240), Linguistic and Cultural Diversity, Global Englishes (LNGE 242), and Second Language Acquisition (LNGE 325). Domain 2. Culture:

Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

Standard 2a. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Courses with the LNGE prefix have aknowledge in the field. Once candidates have mastered the key concepts of language, they will progress to the upper division courses that provide procedural knowledge of applying knowledge about language and culture to the act of teaching. Because teaching is central to our field, we have three Methods courses (Literacy, TSLN 330, Listening & Speaking, TSLN 332; and Content Based Approaches, TSLN 410) dedicated to TESOL Inc.'s Domain 3 - Planning, Implementing, and Managing Instruction:

Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

Standard 3.a. Planning, Implementing, and Managing Instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.

Standard 3.c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.

Assessment and testing are central to a teacher's role anywhere in the world. Teachers are expected to use reliable and valid measures to place students into class levels, diagnose student needs, and measure student achievement. Moreover, whether it is the WIDA ACCESS in the US or an international test like the TOEFL or IELTS, teachers need to prepare students for success on large-scale, high stakes tests. TESOL teachers are also called upon to explain test scores to students and their parents. Therefore we have one course, Testing and assessment in SLA (TSLN 420), dedicated to TESOL Inc.'s Domain 4. Assessment:

Candidates demonstrate understanding of issues and concepts of assessment and use standards-based procedures with ELLs.

Standard 4.a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.

Standard 4.b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.

Throughout the program, we have included reading materials and lessons that support the professional development of our students. With this in mind, we are including work experience in the form of a required teaching Internship, TSLN 488, where students can demonstrate that they meet TESOL, Inc.'s Domain 5 - Professionalism:

Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices.



Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.

Standard 5.a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.

Standard 5.c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.

Student Learning Outcomes are aligned to the TESOL Standards, using assessment measures that have been approved by our accrediting organizations, CAEP/TESOL. At various points in their program of study, students will be assessed on specific aspects of their knowledge, through exams, lesson unit plans, and interview-based language analysis projects. Graduates of the program will be able to:

- Assess the language needs of ELLs
- Plan and teach lessons that meet international TESOL standards in a culturally appropriate manner
- Test their own students' learning outcomes
- Interact with stakeholders (students, parents, other teachers, school administrators) in a professional manner
- Find and apply for jobs, and get hired to teach ELLs

**How do stated goals, objectives, and student learning outcomes reflect current departmental/school, college and divisional goals and university strategic planning directions?**

**Goal  
Relatability\***

The program fits within EMU's mission to become an "institution of opportunity where students learn in and beyond the classroom to benefit the local and global communities." Because this degree leads to a profession teaching internationally and teaching international students in Michigan and throughout the US. As a program approved to certify K-12 teachers in Michigan, the BA will expand the ongoing impact of our TESOL programs in the community. The program epitomizes EMU's *core values*, particularly inclusiveness. As Teachers of English to speakers of other languages, each graduate "supports, represents, embraces and engages members of diverse groups and identities" among the international, including immigrant, community.



The BA-TESOL will meet the College of Arts and Sciences mission by preparing graduates who “serve and enrich regional, national and international communities.” It will also expand our ability to participate in “civic and educational partnerships” in the US and abroad. In particular, the BA-TESOL directly addresses the CAS strategic plan point 3 (emphasis mine):

Goal 3. 3. Increase *global awareness* and prepare students for *working and living in*

*a global world*

3.3.1. Create and foster a strong CAS *international community*

3.3.2. Increase, promote and support student participation in *meaningful international experiences*

3.3.3. Increase students' *exposure to international environments, culture and languages.*

Every degree program offered by EMU engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

How do stated goals, objectives, and student learning outcomes reflect students performing the skills state above?

**Student  
Academic Skill  
Development\***

The BA-TESOL provides students with short field experiences during Methods courses that provide them with the ability to observe real world classrooms and report on their observations. Students then write lesson plans and teach a short learning activity to the ESL students in the observed class. The added value of having the Major is that we require students to take a minimum 1-semester teaching internship, in which they can apply their lesson planning and teaching skills directly to their own classrooms. As field experience takes place in elementary, middle, and high school settings, and the internship opportunities are available around the world and in the local community, each student will have a variety of experiences off-campus, providing them with the opportunity to adapt their skills to a range of teaching environments.

## **B. Program**

Please build the proposed program as it will appear in the catalog.

If this is an undergraduate program, the Catalog Description should include an Introduction followed by a "Learn" and "Opportunities" section.

**Catalog  
Description\***

The **Bachelor of Arts** in TESOL is designed for students who want to engage with international populations in the US or abroad. It is rooted in a desire to communicate with people who come from different language and cultural backgrounds, from the dual perspective of teachers who wish to serve international sojourners in the US and of those who wish to journey abroad to engage with students in their home cultures. It is meant to improve the teaching and learning of English as an additional language, to encourage reciprocal communication between peoples the world over, and to promote global citizenship.

**Learn**

Beginning classes focus on language (LNGE). You will hone your knowledge of English language structures and discover how language and culture influence each other in a variety of settings in the U.S. and around the world. After exploring how students learn language, upper level classes focus on English language teaching methodology and practice. You will also have opportunities to plan and implement language teaching activities.

**Opportunities**

A major in TESOL will allow you to enter a career teaching English to speakers of other languages in the US or abroad, or work in related fields such as language testing and assessment, publishing, or non-profit organizations. Students might also choose to continue to one of many graduate programs, including the internationally recognized professional degree, the MA-TESOL, which can lead to a career teaching in colleges and universities domestically and internationally.

**Prospective  
Curriculum\*****Department Information**

World Languages, College of Arts & Sciences Jeff Popko,  
Ph.D. | Department Head | 219 Alexander | 734.487.0130  
| [apopko@emich.edu](mailto:apopko@emich.edu)

**Advisor Information**

Contact department for advisor information

**Admission Criteria**

Our lower-division classes (LNGE 202, 223, 240, & 242) are open to all students. Students may complete any or all of these LNGE classes prior to applying for the TESOL Minor or BA-TESOL program. Students seeking admission to the BA-TESOL should contact the TESOL Advisor prior to registering for TSLN 325, our Writing Intensive course. Prior to registering for TSLN 325, students should discuss with the TESOL advisor whether they are applying for the minor or major. Prior to officially entering the major, students must have: 1.Sophomore standing 2.Superior English test scores (e.g. New SAT 1250, ACT 22, TOEFL iBT 88, IELTS 6.5) OR a cumulative GPA of 3.0 with at least 24 credit hours completed 3.Students who wish to be certified to teach ESL in Michigan must double major, completing a COE Teaching Major concurrently with the BA-TESOL.

### **General Education Requirements:**

For specific General Education requirements, [click here](#) or [print a General Education Worksheet](#)

### **Major Requirements: 36 hours**

#### **Required Courses: 30 hours**

LNGE 202 Grammar for ESL Teachers  
LNGE 223 Introduction to Language  
LNGE 240 Linguistic and Cultural Diversity in the U.S.  
LNGE 242 Linguistic and Cultural Diversity: Global Englishes  
TSLN 325 Second Language Acquisition  
TSLN 330 TESOL Methodology: Literacy  
TSLN 332 Methodology: Listening and Speaking  
TSLN 410 TESOL Methodology: Content-Based Approaches  
TSLN 420 SLA Testing and Assessment  
TSLN 488L4 Internship

#### **Restricted Electives: 6 hours**



FLAN 379 Special Topics  
FLAN 488L4 Internship in Language and  
International Trade  
TSLN 379 Special Topics  
TSLN 477 Special Topics  
TSLN 478 Special Topics  
TSLN 479 Special Topics

### Minor Requirement:

This major requires a minor. Recommended Minors: English Language, Literature and Writing; French (any); Area Studies Minor (Any); Classical Studies; Communication; Communication, Media, and Theatre Arts; Drama/Theatre for the Young; English Linguistics; English Literature; German (any); Journalism; Nonprofit Administration; Anthropology; Spanish (any); International Affairs; or Tourism Geography

### Program Total:

Students must earn a minimum total of 124 credits at the 100-level or above.

Describe the Program Delivery Plan i.e. whether it will be offered on or off campus, online, evenings and/or Saturdays. If courses are to be offered on Saturday, online or off campus, include evidence of support from Continuing Education as an attachment.

#### Program Delivery Plan\*

The program will be offered on campus. Some courses have been established online for the minor, but they are not being taught this semester, and will only be available occasionally as student interest indicates the need.

### Interdisciplinary Programs:



In which department/school or college will the program be administered? If more than one department/school or college will be participating in the program, provide evidence of support from all participating departments/schools and/or colleges.

**Interdisciplinary Programs** NA

**Undergraduate Programs:**

Indicate the minimum number of total credit hours that students completing the program should have taken by the time they graduate.

**Graduate Programs:**

Indicate how the proposed program will assure graduate-level study (utilization of seminars, thesis, independent study, courses open only to graduate students, etc.).

How will the program incorporate an adequate emphasis on research?

**Additional Questions\*** 124 hours Undergraduate

**C. Admission**

**Undergraduate programs:**

Will there be admission requirements to the program beyond those required for admission to the University? If so, what are they (e.g., admission to the

**Initial Teacher Preparation Program or Business, GPA, national examinations, interviews, letters of recommendation, etc.)?**

**Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?**

**Graduate programs:**

**What are the requirements for full admission into the program beyond the minimum Graduate School requirements (GPA, national examinations, interviews, letters of recommendation, etc.)?**

**Will there be conditional admission to the program? If so, what requirements will be established that are different from those of regular admission?**

**If applicable, please include International Student requirements**

***If general admission to EMU is the only requirement, please type "General Admission" in both boxes***

**Requirements\***

Our lower-division classes (LNGE 202, 223, 240, & 242) are open to all students. Students may complete any or all of these LNGE classes prior to applying for the TESOL Minor or BA-TESOL program. Prior to officially entering the major, students must have:

Sophomore standing

Superior English test scores (e.g. New SAT 1250, ACT 22, TOEFL iBT 88, IELTS 6.5) OR a cumulative GPA of 3.0 with at least 24 credit hours completed

Students who wish to be certified to teach ESL in Michigan must double major, completing a COE Teaching Major concurrently with the BA-TESOL.

**Process\***

Students seeking admission to the BA-TESOL should contact the TESOL Advisor prior to registering for TSLN 325, our Writing Intensive course. Prior to registering for TSLN 325, students should discuss with the TESOL advisor whether they are applying for the minor or major.

## **D. Enrollment Projections**

**Project the number of students at initial enrollment, average number of students enrolled within three years, average number of graduates per year once the program is established, etc.**

**Project scheduling needs and patterns for the next three to five years**

**Projections\***

There is robust enrollment in our TESOL Minor program. We now teach all of our courses both Fall and Winter, with 50 % increase in enrollment in the last 3 years. Given the current interest in the minor, and the expansion of jobs in ESL immigrant education and expanding programs in countries like Korea and China, we project 22 US majors graduating within 2 years, increasing to 50 within 4 years.

Once created, we plan to market our BA-TESOL internationally, bringing students from partner institutions in China, Poland, Japan, the Czech Republic, and Korea.

**E. Other Pertinent Information****Other Pertinent Information****III. Justification/Rationale**

*This section is included to assure an adequate rationale for the proposed program. Any additional justification for the program beyond that covered in the following items should also be included.*

**A. Present evidence that there is a demand for the proposed program. This should include an indication of professional and societal need, as well as student interest. (Include any market analysis and/or needs assessment as an attachment.)**

**Program Demand\***

We are requesting this major in order to secure our ability to meet the needs of Michigan students who wish to enter the field of Teaching English to Speakers of Other Languages (TESOL). According to recent statistics "It is estimated that over 1 billion people are currently learning English worldwide. According to the British council, as of the year 2,000 there were 750 million English as a Foreign language speakers. In addition, there were 375 million English as a Second Language speakers."<sup>1</sup> This provides an expanding job market for TESOL graduates. In China alone, where the government has instituted ESL starting at 3rd grade, there



are over 300 million students of English, and a job market for hundreds of thousands of Americans – with TESOL training.

Increasingly the field of TESOL has seen hiring standards rising internationally. When our minor was initiated, it was sufficient for our students to become endorsed to teach ESL in Michigan (if they were certified in one of the primary teaching fields). The minor was also sufficient at that time for graduates to get teaching positions abroad. However, the governments of China, Japan, and Korea have all raised their visa requirements for US citizens wishing to teach English, and the current trend internationally is to require a university degree in the field and teaching experience to get such a position.

Universities in various countries have requested that EMU join with them to create joint degrees in ESL teaching, opening up an international market for our program. However, those universities do not recognize a minor, and require that their students enroll as part of a Bachelor's degree.

The federal Department of Education change from No Child Left Behind (NCLB) to the 2016 Every Student Succeeds Act (ESSA) means that more ESL teachers will be needed in the future to meet government requirements for schools working with English Language Learners. At the same time the Michigan Department of Education is showing signs that completing a minor may not be sufficient for future teacher endorsement.

**B. Indicate whether there any similar programs in Michigan. If so, how is the proposed program unique? Why is there a need for an additional program in the field?**

**Similar Programs\***

According to the Michigan Department of Education site, there are currently no BA/BS degrees in the field. Approximately 24 schools have minors leading to ESL certification that are equivalent to EMU's current TESOL Minor program. Being the first institution in the state to offer a bachelor's degree in the field would help us maintain a history of leading in the field. (First Master's degree 1980's, first Graduate endorsement 1990's, first undergraduate endorsement 2007.)

**C. Present evidence of support for the proposed program from within and outside the University. (Letters and other supporting documents should be included as an attachment.)**

**Program Support\***

The current TESOL Minor has been supported by the College of Education, we have been accredited through NCATE and CAEP, and we received approval to confer the ESL teaching endorsement by the Michigan Department of Education in 2007.



**D. Additional justification (if appropriate).****Additional  
justification****IV. Preparedness**

*This section attempts to determine the institution's ability to mount a program of the type proposed. Any information beyond that covered by the following questions should also be included.*

**A. Describe the qualifications of the faculty who will be involved in the proposed program. Proposals for new graduate majors should include an abbreviated faculty vitae for each individual as an attachment.**

**Faculty  
Qualifications\***

Seven tenured faculty with Doctoral degrees in TESOL and related fields are teaching in the minor, and all of them will be involved in the major. We also have 3 Ph.D's living near EMU who can be hired to teach as PTL's in sections opened to serve the major.

**B. Describe current library resources and analyze the adequacy of these resources for the proposed program. Include such items as books, journals, indexes, electronic resources (databases, etc.), multimedia (instructional videos, CDs, etc.) and microforms. *If additional library holdings will be needed in the next three to five years, provide a plan for acquiring them.***

**Library  
Resources\***

No additional resources required

**C. Please analyze the adequacy of existing facilities, laboratories, or other physical equipment applicable to the proposed program.**

**Existing  
Facilities\***

No additional resources required

**D. Determine the adequacy of supportive courses, faculty, and equipment outside of the department that may be important to the program (e.g., cognate courses, research assistance, computer services, facilities controlled by other departments/schools or colleges, etc.).**

**External Support  
Required\***

No additional resources required. Students will take a minor in a language or in any other subject that fits their career goal. Because not every BA-TESOL student will be taking the same major or any specified cognates, there should be no extra strain on other departments.

**E. Outline a plan for marketing the proposed program and recruiting students into it.****Marketing Plan\***

At first we will market the major to current minors, and to students in the College of Education. We are working with the Marketing department to establish an online social media presence to market the Dept. of World Languages, and we will incorporate the BA-TESOL into marketing materials moving forward.

In the future, we hope to market the program by offering it as a partner program to our international partners, creating dual degree programs, for example in Giessen, Germany or Hradec Kralove, Czech Republic.

**F. Will this program be submitted for accreditation? *If yes, please describe below.*****Accreditation\***

Yes, see the above section "Goals, Objectives, and Student Learning Outcomes"

**G. Additional information (if appropriate).****Additional  
information**

## V. Assessment

Provide a plan for assessing the quality of the program, and a schedule for this assessment. The plan should assure the inclusion of objective data to determine the degree of success in reaching stated goals, objectives, and student learning outcomes.

### Student Learning Outcomes

No Student Learning Outcomes

### Assessment\*

Our TESOL Minor has been approved by the Michigan Department of Education as an add-on K-12 endorsement program in ESL. As such, we have been accredited (in 2017) by the Council for the Accreditation of Educator Preparation (CAEP). We are also involved in the ongoing evaluation by the Higher Learning Commission and have met our goals for ongoing evaluation and Student Learning Outcomes. The major would use the same systematic accreditation practices for assessment and evaluation.

## VI. Program Costs

### Faculty, Lecturers, or Supportive Staff Required\*

There will be no immediate need for hiring, as we currently have a sufficient number of Faculty to cover the expected initial student input. The program is designed with a set of prerequisite courses, so that we will be able to judge each semester how many students we will have in the subsequent semesters, and can address staffing needs gradually.

The BA is designed to piggy-back onto our TESOL Minor. We plan to build the program over time, and will request PTL hires when new sections of lower level courses are opened. (\$7,200 - \$14,400 per semester) If our student numbers triple from the current year, or if we lose a faculty member, we will request a faculty hire. (approximately \$100,000 for salary and benefits)

### Space or Facilities Required\*

Because the new students will join with our current minor students, we will need little adjustment at first. As the program grows, we will need classroom space for new course sections as they are added. We expect to need 2 new classrooms in F18/W19.



**Equipment  
Required \*** NA

**Assistantships or  
Fellowships  
Required \*** NA

**Library  
Resources  
Required \*** No new resources required.

**Marketing and  
Recruiting  
Costs \*** We are currently working on a *media presence* with the Marketing department. By using Facebook, Twitter, Instagram, and other social media, we hope to manage marketing without an extra budget. If more funds are needed, we have Indirect Cost funding from past and current grants that we can draw on.

**Other Costs (not  
covered above)** None predicted.

**Total of all financial requirements for implementation of proposed degree\***

None immediately necessary.

**Percentage of total cost to be borne by Extended Programs (Provide evidence of Extended Programs' willingness to bear these costs).**

None predicted.



# World Languages New Major Proposal at EMU

TEACHING ENGLISH TO SPEAKERS OF OTHER  
LANGUAGES (TESOL)

## Need for the program

- ▶ In 2007, Michigan Department of Education approved undergraduate programs for certifying English as a Second Language
- ▶ EMU had a minor in Bilingual Education, but we immediately created a minor in TESOL to meet state needs
- ▶ Our enrollment went from 12 students per semester to over 100



## Job market

- ▶ Over 94% of EMU graduates with the TESOL minor pass the MDE certification test in ESL
- ▶ Initially, job placement overseas was also high, but today governments such as China and Korea have begun to require a BA degree for American English teachers, the Minor is no longer sufficient

## Our students

- ▶ Approximately 50% of students in the minor are also Education majors
- ▶ The other 50% plan to enter international careers
- ▶ International students from China and Japan take our courses as visiting scholars
- ▶ We hope to add students from our partner schools in Germany, the Czech Republic, and Norway once the Major is established



## Recruiting students in the US

- ▶ Students currently taking our Minor have requested a Major
- ▶ States like North Carolina, Florida, and Texas recruit teachers from EMU
  - ▶ A minor in TESOL is insufficient for accreditation in those states
- ▶ The BA-TESOL will open the possibility of online courses that support EMU's marketing through AP

## Opportunities for recruiting international students

- ▶ Our partners in The Czech Republic, Japan, and Norway have requested that we establish dual degree programs in TESOL: A minor is not sufficient for such programs
- ▶ Universities in Krakow, Poland and Giessen Germany have asked to create new partnerships with TESOL Dual Degree programs



## Ease of transition

- ▶ The major is based on completing all of the courses currently required for the minor
- ▶ The requirements added to the minor to create the major do not require new faculty hires, as they are courses based on an independent study model
  - ▶ Internship
  - ▶ Study abroad
  - ▶ Language proficiency

# Thank you for your time

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