

ESL/EFL Program via Distance Education (EPDE): A Professional Development Certificate Program Teachers & Teacher Trainers of English as a Second/Foreign Language (ESL/EFL)

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a. Overall Description:

The program was developed to address the immediate need for qualified and knowledgeable English language teachers and teacher trainers overseas and in the US. For example, since 2002, there has been a 300% increase in the demand for teachers to teach English abroad. Countries such as China, Taiwan and South Korea have government mandates for the teaching of English in the public schools. In the U.S, where currently there are 5.1 million learners requiring help with English as a second language, there are only approximately 142,148 ESL certified public school teachers in Title III language instruction programs. Thus, the need for qualified professionals in EFL and ESL is simultaneously challenging and exciting. The EPDE certificate program described here provides an opportunity for interested individuals to take action and to make a difference in the global community and in the one closer to home wherever that may be.

We thus propose to add a certificate program i.e. the ESL/EFL program via distance education (EPDE). The program will be housed in the Department of Literacy, Culture and Language Education (LCLE). The program has two tracks for students to choose from, namely an ESL/EFL teaching track and an ESL/EFL teacher trainer track. On each track, students will take four graduate online courses (12 credit hours), all of which except two are already being offered by LCLE.

b. Coursework:

The following table consists of the coursework of each of the certificates:

ESL/EFL Teaching Certificate	ESL/EFL Teacher Trainer Certificate
<ul style="list-style-type: none"> L540 ESL/EFL approaches to instruction & assessment 	<ul style="list-style-type: none"> L546 Mentorship and Coaching of ESL/EFL Teachers (new)
<ul style="list-style-type: none"> L539 Language Foundations for ESL/EFL Teachers 	<ul style="list-style-type: none"> L547 Language Planning and Policy
<ul style="list-style-type: none"> L544 Computer Assisted Language Learning OR L543 Teaching English in Global Contexts (new) 	<ul style="list-style-type: none"> L540 ESL/EFL approaches to instruction & assessment
<ul style="list-style-type: none"> L525 Practicum in Language Education 	<ul style="list-style-type: none"> L525 Practicum in Language Education

c. Course development and related changes

To create the two tracks in the EPDE program, we undertook the following:

- a. Developed two new courses (L546 Mentorship & Coaching of ESL/EFL teachers; and L547 Language Planning and Policy course
- b. Requested course change numbers (L530 to L543 Teaching English in New Contexts; and L530 to L544 for the Computer Assisted Language Learning course.

d. Program Alignment:

All EPDE courses (12 hours) are aligned with courses in the Masters Degree in Literacy, Culture and Language Education and the new Peace Corps Masters International Degree in ESL/EFL from the department (36 hours). For teachers in Indiana seeking a license addition in ESL/ENL (18-24 credit hours), three of the four courses in the teaching certificate meet the requirements of teacher licensing (L525, L539 & L540). With good planning, the program will progressively support and reward graduate students to pursue highly qualified teacher (HQT) training and qualifications in teaching ESL/EFL. (For interested students, there is a separate application process to enter the LCLE Masters programs or the teacher licensing program in Indiana, if they qualify).

d. Application Process

The prerequisites for the EPDE professional development program are a bachelor's degree from an accredited university (a GPA or B average or higher) and a resume that describes their work and interest in ESL/EFL. (Teachers who are pursuing the teacher trainer track must have taught ESL/EFL for a minimum of 2-3 years). In addition, for international students, they are required to submit a TOEFL score of higher than 550 (written) or 213 (computer-based) or 79 (Internet-based). Finally, all these courses will appear on students' transcripts as well as an indication of the certification.

ESL/EFL Teacher Trainer Certificate	ESL/EFL Teaching Certificate
<ul style="list-style-type: none">L546 Mentorship and Coaching of ESL/EFL Teachers (new)L547 Language Planning and PolicyL540 ESL/EFL Approaches to Instruction & AssessmentL525 Proficiency in Language Education	<ul style="list-style-type: none">L540 ESL/EFL Approaches to Instruction & AssessmentL543 Teaching English in Global Contexts (new)L544 Computer Assisted Language Learning ORL545 Language Foundations for ESL/EFL Teachers

Indiana Commission for Higher Education
DISTANCE EDUCATION PROGRAM PROPOSAL

Institution: Bloomington
Degree Program: EDUC – EFL/ESL Teaching Certificate and EFL/ESL
Teacher Trainer Certificate
Date: 02/2010

Item

1. On-Campus Enrollment/Degree History (from SIS): An enrollment history does not yet exist because the program is being newly designed and administered.

FY20 FY20 FY20

Headcount

FTE

Degrees

2. Mix of Technologies:

This program will be delivered by using the following mix of technologies (select as many as apply):

☐ Television:

One Way Video

- ☐ IHETS - Satellite
☐ IHETS - Terrestrial
☐ IU VIC System
☐ Cable/Public TV
☐ Videocassette
☐ Other : (explain here)

Two-Way Video

- ☐ IHETS - Satellite
☐ IHETS - Terrestrial
☐ IU VIC System
☐ Other : (explain here)

X ☐ Internet/Web

- ☐ IHETS INDnet
☐ IU VIC System
X ☐ Other : Internet

☐ Computer-Based (CD-ROM, DVD, diskette, etc.)

☐ Audioconferencing/Audiocassette

☐ Print Correspondence

☐ Other : (explain here)

3. Access to the Instruction:

- a. The selected mix of technologies allows students to receive the instruction in the following settings (select as many as apply):

X ☐ Home

X ☐ Workplace (Including Hospitals)

X ☐ Libraries and Other Public, Non-Educational Settings

X ☐ K-12 Schools

X ☐ Campuses/Centers within the Same System

X ☐ All Public Campuses/Centers

- b. Will the institution enroll students in the program from anywhere in the state?

X ☐ Yes

☐ No

(If "No", please explain here)

4. Schedule for Delivering Coursework:

- a. All required coursework in the major will be offered via distance education technology throughout the year.
- b. A minimum of elective courses will be offered via distance education technology each year. (N/A)
- c. Please explain how students will be able to complete general education, minor, and other curricular requirements outside of the major. (N/A as this is a professional development certificate program).

5. Off-Campus Curriculum and Instruction:

- a. Will the off-campus curriculum be identical to the on-campus curriculum?

X ☐ Yes

☐ No

(If "No", please explain here)

- b. Will the program require students to complete laboratory or studio work?

☒ No
☐ Yes

(If "Yes", explain here)

- c. Please explain how the program will provide for timely and appropriate interaction between students and faculty members.

The courses are online (internet and web-based). As a result, students can interact with faculty members through multiple modes of communication. The online format provides for accessibility in all areas of the course content, requirements, assignments, and other related components. The courses are designed so that students and faculty engage in regular and highly interactive exchanges via synchronous and asynchronous modes of communication. Because of the online format, there is also an inherent flexibility for students to engage with, approach, and communicate with faculty.

- d. Will the program require students to come to campus for any period of time?

☒ No
☐ Yes

If "Yes," please indicate for how long, with what frequency, and for what purpose.

(If "Yes", explain here)

- e. Please explain how the program will provide for timely and appropriate interaction between students and other students.

In much the same way that students will be able to interact with faculty, students can interact with their classmates, as well as other students in the program, via various channels of communication. Interaction opportunities can take place through the online format of the courses. The classes are explicitly designed so that regular interaction and communication take place between students, in highly interactive formats, and in both synchronous and asynchronous times. Communication between students is thus readily accessible and easily available.

6. Assessment of Student Learning:

Please explain how student learning will be assessed.

Student learning for each of the respective courses included in the certificate program will be assessed through their online participation, moderation of discussions, online group work, submitted assignments, Web-based activities, and other types of learning. Students will receive explicit and detailed instructions about how to complete assignments, both major and minor. They will also be informed about the criteria by which they will be evaluated prior to their submission of assignments. Student work will be assessed based on its appropriateness, quality, and relevance to the assigned stipulations, requirements, and criteria.

7. Availability of Academic Support and Student Services:

Please explain how students will have access to each of the following academic support and student services:

- a. Admissions
- b. Financial Aid
- c. Academic Advising
- d. Course Materials (including delivery mechanism)
- e. Library Materials (including delivery mechanism)
- f. Placement and Counseling
- g. Technical support (e.g. on-line help desk)

All student services are available online, via e-mail communication and other Web-based resources. Most of the reading materials, as well as related course-documents (such as assignment sheets, grading rubrics, etc.) will be available online via the Resources and Assignment pages, Discussion Forum, Wikispace and Chatrooms in Oncourse. Students can gain access to admission standards, requirements, and deadlines through the Indiana University-Bloomington website.

Additionally, students can also receive information about student financial aid and assistance by contacting the Office of Student Financial Assistance via email, telephone, or perusing the information available on this website. Academic advising information can also be imparted via e-mail, telephone, or actual mailed correspondence. Additional library materials beyond those assigned can be accessed via the extensive IU e-library system and delivered electronically, or if necessary, via traditional snail mail services. Placement and counseling services could also be communicated via e-mail, telephone, traditional mail services, or other modes of communication and contact. Students requiring technical support can also contact Education Technology Services or University Instructional Technology Services via e-mail, telephone, or other types of interaction or communication channels.

8. Student Fees:

	Fees ¹ Charged per Semester Hour for Part-Time Students	
	<u>Indiana Residents</u>	<u>Non-Residents</u>
On-Campus Instruction	\$366.87	\$366.87
Distance Education Instruction	\$366.87	\$366.87

9. Review Process:

This program will be reviewed under the process and criteria dated March, 2010, which has been transmitted to the Commission for Higher Education.

¹ All tuition and mandatory fees

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

I. Prepared by Institution

Institution/Location: Bloomington campus.
 Program: EDUC – EFL/ESL Professional Development Certificate via Distance Education for Teachers and Teacher Trainers

	Year 1 FY2010-11	Year 2 FY2011-12	Year 3 FY2012-13	Year 4 FY2013-14	Year 5 FY2014-15
Enrollment Projections (Headcount)					
Full-Time	8-10	8-10	8-10	8-10	8-10
Part-Time	N/A	N/A	N/A	N/A	N/A
Total	8-10	8-10	8-10	8-10	8-10
Enrollment Projections (FTE)					
Full-Time	8-10	8-10	8-10	8-10	8-10
Part-Time	N/A	N/A	N/A	N/A	N/A
Total	8-10	8-10	8-10	8-10	8-10
Degree Completions Projection	8-10	8-10	8-10	8-10	8-10
New State Funds Requested (Actual)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
New State Funds Requested (Increases)	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

II. Prepared by CHE

New State Funds To Be Considered
 for Recommendation (Actual)

New State Funds To Be Considered
 for Recommendation (Increases)

Comment: Budget calculations are based on the assumption that Year 1 = FY199.

CHE Code:
 Campus Code:
 County Code:
 Degree Level:
 CIP Code: