

PROPOSAL TITLE PAGE

Proposal Title: Proposal for a Peace Corps Masters International Program in the School of Education, Indiana University, Bloomington where Bachelors, Masters, Specialists and Doctoral Degrees are conferred.

Peace Corps Assignment Areas: English as a Second/Foreign Language Education (ESL/EFL); as well as Second and Foreign Language Education in the Department of Literacy, Culture and Language Education, School of Education.

Submission of Proposal: The proposal is submitted by Faridah Pawan, Associate Professor of ESL/EFL and Donald Hossler, Executive Associate Dean of the School of Education

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PROPOSAL NARRATIVE

Program Description

▪ Courses:

The program proposed is a Masters Program in Literacy, Culture and Language Education (LCLE) with an emphasis on teaching English as a Second and/or Foreign Language (ESL/EFL). There are several unique aspects of the program, namely:

- a. It is available through several modes, namely, online, face-to-face, or a combination.
- b. The masters program has a ESL/EFL teacher-trainer track in addition to an ESL/EFL teaching track
- c. Two courses (6 graduate credits) will be given to the teaching experience via the Peace Corps (2 years)

The masters program consists of 36 graduate credit hours (15 core major, 6 Foundations, 9 electives within the department and 6 electives outside of the department).

▪ Benefits of Proposed Partnership

For Peace Corps Volunteers:

- Accessible and relevant professional training: The variability in the way that the program is offered, i.e. online, onsite and in combination, provide the flexibility for PCVs to take courses before, during and after their sojourn in their assigned posts. If the PCVs were to take the online route, receiving training prior to departure will enable them to develop the foundational skills to teach English abroad; and receiving training while they are in their assigned posts will enable the PCVs to use and to test information they are learning in the authentic contexts of their teaching experiences. Finally, after having started the masters program while they are in their volunteer posts, the PCVs will have begun a professional development plan that they can continue or complete after they arrive home. In other words, if PCVs pursue the online medium solely, they can sign up for classes any time before, during or after they complete their assigned posts. If students choose to combine the online and on campus mediums, they can take face to face classes before leaving for their PC service, continue on with the online medium while in service and finish off by taking on campus classes when they are back in the country.
- Cost Savings: Six credits will be given to PCVs for their two-year experience abroad. Thus instead of the 36 credit hours for the Masters Degree, PCVs will only have to fulfill 30 credit hours. This is a cost savings of approximately US \$2300. Further price savings will be achieved if PCVs take courses online as the courses cost approximately one half the price of tuition for out of state students (\$1100.61 per three credit hour course). Also, if PCVs have taken graduate level courses from an accredited university in the past 7 years, have a B average, there is a possibility that one three hour course can be transferred into the LCLE program.

- **Job prospects:** The job prospects for someone with ESL and EFL training are never better. In terms of EFL, the profession is experiencing unprecedented growth, i.e. a 300% increase in the need of ELT professionals abroad in the past five years. One of the reasons is for example in China, there are more over 300 million speakers of English, a number that rivals the population in the United States. In terms of ESL, there is an extreme shortage of qualified teachers of English Language Learners (ELLs). In Indiana, for example, there is a ratio of 1 certified ESL teacher: 80 ELLs.

For the LCLE: The benefit will be increased enrollment of diverse and experienced individuals who have informed and immediate knowledge of English Language Teaching abroad (ELT).

For the Peace Corps: The program will enable the organization to have well trained individuals and those who will be able to see their Peace Corps work as a building block toward a career in English Language Teaching in particular and in international studies in general.

Description of the Literacy Culture and Language Education (LCLE) Department in the School of Education

- **Program Location:** The LCLE is one out of five program areas in the School of Education at Indiana University, Bloomington. Each of the program areas in the School offers coursework for the Bachelors, Masters and Doctoral degrees. The Masters International program will be one part of the LCLE Masters Program which is available onsite and online. LCLE is the largest online masters program in the School of Education.
- **Program Accreditation:** The School of Education is accredited by two national organizations, namely, The National Council for Accreditation of Teacher Education (NCATE).
- **Graduate Student Population:** In the LCLE, 31% of students are full time and the rest range from three quarter time to less than half time. 12.6% of students receive financial aid and a third of the students are internationals.

Program Implementation

- **Application and Registration:** The School of Education maintains a rolling admission policy, processing applications until the final deadline (for fall admission) of June 1. Both the application and registration process are online via the internet. Thus, students can apply and register for courses regardless of their location. However, applications submitted by January 15 will automatically be considered for university, School of Education fellowships, assistantships and fee scholarships. Applicants for fall admission should be aware that chances for financial support can diminish markedly if an application is received later than January 15.
- **Campus attendance prior to Peace Corps Service:** If students were to take classes solely online, there is no requirement for them to be on campus prior to their service. Students can apply for the program at any point in time and once admitted can sign up for classes before, during or after their service. In other words, students can pursue these courses pre-, during and post-their Peace Corps service, depending on their circumstances, interests, goals and financial ability. As mentioned earlier, if students choose to combine the online and on campus mediums, they

can take face to face classes before leaving for their PC service, continue on with the online medium while in service and finish off by taking on campus classes when they are back in the country.

- Maintenance of students' interest in the Peace Corps: The faculty members involved in the MI in LCLE will schedule regular events for PCVs every semester to come together either face to face or via an online forum to share experiences and interests as well as to maintain a cohesive community. Social networking technologies will also be used heavily to maintain the community. Furthermore, IU already has a PCV cohort in the School of Public and Environmental Affairs (SPEA) and MI coordinator in LCLE will collaborate with SPEA in organizing events for PCVs.
- Overseas Departure: If PCVs in the proposed MI take classes online, they can depart at anytime for their postings while continuing to pursue courses via the LCLE. If they choose to take on campus classes, they have to work with the regular semester schedule of being on campus from September to December (Fall) and January-early May (Spring). Taking summer classes are optional.
- Registration while overseas: Students sign up for online and face to face classes via the internet. Thus, as long as there is internet connection, students can sign up for classes from any location.
- Integration of Peace Corps experience: The LCLE is a language teacher education program. Our main mission is to be sure that our assignments are grounded in the classroom realities of our students wherever they are. The PCVs will find that there will be constant expectations for them to describe and to utilize classroom artifacts and circumstances in all of their work.
- Academic expectations: Peace Corps Volunteers will be expected to meet academic standards and requirements (36 credit hours) that apply to all masters and graduate students. Annually, LCLE has about 500-600 students online in courses whose content is comparable to those taken by students on campus who receive the same degree.
- Alignment of LCLE and Peace Corps experience: The flexibility provided by LCLE's online and onsite offerings is well-suited to individuals in the Peace Corps. Students who pursue courses online can leave for their Peace Corps postings at anytime, assuming that students have reliable internet access at their Peace Corps site. In this situation, online courses can run concurrently with the Peace Corps experience in the country to which the students are assigned. The ESL/EFL courses offered through LCLE are geared toward both domestic, international students and expatriates who are working with individuals learning English as a second/foreign language. Students in the program are generally service-oriented individuals and thus, given their service mission, PCVs will find much in common with many of their classmates. In pursuing the courses, PCVs will be constantly reminded that they are not to neglect or compromise their obligation to the Peace Corps service work to which they have been assigned.
- Contingency plans: In terms of the six credits to be awarded for the Peace Corps teaching experience, if students leave the Peace Corps early, they will not be eligible for the credits for the experience. In terms of financial aid, the School of Education usually takes a case by case approach in working with students who have received financial assistance from the school but who are unable to enroll or complete their education for the prescribed period of assistance. Past policies have included the school finding ways to defer the aid until a time when the students concerned are able to resume their education. For loans, students will have to find

workable arrangements directly with the federal and/or private agencies from which the loans originate. If students who are taking online classes decide to extend their Peace Corps service, that decision will not interfere with the expectations of LCLE. They will have seven years to complete their degree. However, if students are on campus, in order to maintain full-time status on campus, they will need to take the standard 3 classes (12 credit hours) per semester.

Program Administration:

- Administrators: There are three faculty members (Pawan, Samuelson and Coronel-Molina) who specialize in ESL/EFL and second/foreign language education will be the primary contact persons for the MI in LCLE. Two other colleagues from Teacher Education (Stachowski and Niggle) will also be part of the administrative team. Furthermore, as the MI will be a part of the LCLE masters program, advising and guidance of MI students will be incorporated and internalized into the normal load of all the faculty members.
- Funding for MI Students: Generally, preference is given to doctoral students over master's students in the awarding of assistantships, fee scholarships, and fellowships. Fellowships are granted to graduate students with superior academic records. Full or partial fee scholarships are generally awarded together with graduate and teaching assistantships. There are additional types of fellowships; some university and some school-wide. They include privately funded scholarships and fellowships for underrepresented groups. Each of the departments in the School of Education at Bloomington receives a budget allocation for the appointment of graduate assistants to help faculty in research and teaching responsibilities and each department has a number of privately funded fellowships that are awarded annually.
- Advising of MI students: Each admitted student (online and onsite) are assigned an individual faculty member as an advisor who works with the students. Advisors use the internet for advising as well as through other multiple forms of communication and thus they are capable of supporting students beyond the physical boundaries of their campus offices. In addition, Ms. Libby Tilghman the Graduate Students Office Admissions Officer will oversee the applications. For online students, Ms. Sara Gibson at deregstr@indiana.edu will be the student liaison for registration of online classes.
- Publicizing the MI: The Masters International will be publicized alongside the LCLE regular Masters program through all the channels used by the School of Education and Indiana University.
- Recruitment: LCLE plans to recruit students two ways, via the internet through its websites. LCLE plans also to undertake joint recruitment efforts with the School of Public and Environmental Affairs (SPEA) that is already in collaboration with the Peace Corps. LCLE faculty members, including Pawan, Samuelson and Coronel-Molina are consulted regarding the admissions of all students.
- Feeder programs: IU Bloomington has an established record of being a reliable source of Peace Corps Volunteers (11th place overall). The reason for this is that IU has strong undergraduate geographic program area studies such as African, Central Asian, Russian/East European Studies and East Asian studies. College of Arts and Sciences undergraduate programs such as

Anthropology, Political Science, International Studies and History also are potential feeder programs into the MI as is the undergraduate program in teaching ESL/EFL in the LCLE itself.

- Existing relationship with Peace Corps: The LCLE at the School of Education has no existing relationship with the Peace Corps. However, the School of Public and Environmental Affairs (SPEA) that is already in collaboration with the Peace Corps.
- Coordinator and the Peace Corps: The coordinator will participate in the annual events organized by the Peace Corps on the IU campus.

Program Goals and Evaluation:

- Program Goals:
 - a. to support PCVs before, during and after their postings
 - b. to provide accessible and grounded professional development to individuals who are in the field
 - c. to increase by 15% the enrollment of students (that is approximately 8-10 students annually) who have international and service experiences to their teaching of English Language learners at home and overseas.
- Program monitoring and evaluation: Monitoring and evaluation will take place in tandem with the processes already in place with all graduate programs in the School of Education. Among others, they include teaching evaluations for each class every semester and the mandatory annual faculty reports.



Since 1961.

**First Addendum to Memorandum of Cooperation
Regarding the Master's International Program
Between Indiana University - Bloomington and the Peace Corps**

This First Addendum (this "Addendum") to the Memorandum of Cooperation (MOC) is entered into by and between the Peace Corps ("Peace Corps") and Indiana University – Bloomington (the "University") (collectively, the "Parties"), on this the 28th of December 2009, amending and providing an Addendum to that certain Memorandum of Cooperation (the "Original MOC"), dated 29 August 2008 and signed by the Parties.

In consideration of the mutual promises and covenants contained herein, and for other good and valuable consideration, receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

I. BACKGROUND AND PURPOSE

The purpose of this Addendum is to expand the number of degrees that this existing Master's International Program offers under the same terms and conditions of the Original MOC. The University will offer a Master of Science in Education/ESL/EFL as a new degree program under the same terms and conditions of the Original MOC. The New Program will serve to advance the goals of the Peace Corps under its charter: to help the people of interested countries in meeting their need for trained men and women; to help promote a better understanding of Americans on the part of the peoples served; and to help promote a better understanding of other peoples on the part of Americans. The Parties agree that the New Program will also contribute to more effective Volunteer service in the areas of Education/ESL/EFL while simultaneously advancing the goals of the University by providing an opportunity for students to combine academic course work with practical field experience. The New Program will also serve to enhance ongoing international activities at the University.

II. AMENDMENT TO THE ORIGINAL MOC

Article I. The Program, A. Establishment of the Original MOC is [further] amended as follows:

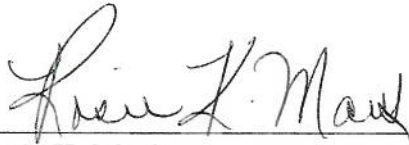
The University will establish a new degree goal to the existing Master's International Program's degree offerings. The new program will be housed within the University as set forth below.

1. Literacy, Culture and Language Education program; housed in the School of Education; Master of Science degree to be received upon graduation.

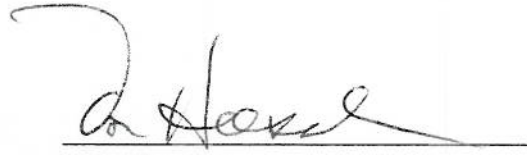
The course work will consist of a minimum of 30 units of academic study, depending on the program pursued. The degree program will consist of 5 semesters of academic study, and a maximum of 6 credit hours for Peace Corps service.

- III. All other terms and conditions under the Original MOC remain unchanged and in effect.

In Witness Whereof, the parties execute this Addendum as of the date first written above.



Rosie K. Mauk
Associate Director
Office of Volunteer Recruitment
and Selection
Peace Corps



Don Hossler
Executive Associate Dean
Indiana University Bloomington

cc: Faridah Pawan, Coordinator of Master's International program
Beth Lewis Samuelson, Assistant Coordinator of Master's International program

Curriculum: Course Descriptions and Semesters

Note: Most online courses are usually offered every semester.

L500 Instructional Issues in Language Education (online: offered every semester; on campus: fall)

Description:

This course reviews the principles and the current instructional issues related to learning a first or a second language. Besides the general issues of effects of the environment, developmental stages, and basic instructional methodologies, relationships among reading education, English education, and second language education will be explored.

L540 EFL/ESL instruction and assessment approaches (EPDE) (online: offered every semester: on campus: spring)

Description:

This course provides an overview of various approaches to instruction and assessment that incorporates the current thinking in the field. Sheltered instruction and content-based models are examples of the instructional models that will be discussed.

L539 Language foundations for TESOL teachers (EPDE) (online: offered every semester)

Description:

The aims of this course are to provide teachers with an understanding of areas in the English language that could be challenging to English language learners (ELLs), and to assist teachers in adapting instruction to address the challenges.

L525 Practicum in ESL/EFL instruction (EPDE) (online: offered every semester)

Description:

Although content will vary with each instructor, the class involves case studies of two language learners (teaching track) or two teachers (teacher trainer track). Students in the class will develop a profile of the learners/teachers development in language learning and teaching respectively.

L605 Capstone Portfolio

Description:

L605 is designed as a capstone experience. In this course, students analyze their professional preparation in terms of knowledge, skills, and experiences related to the professional goals of your particular program area (ESL/EFL). As part of this capstone, students will work with their instructor to gather materials from previous courses to document their abilities to design teaching experiences matched to academic standards in their area of language expertise, design independent projects to fill-in gaps in their coursework and preparation, and select from a menu of interview and program visitation options to develop their experience with educational programs and communities.

Y520 Strategies for Educational Inquiry (online: offered every semester; on campus: every semester)

Description:

This course introduces students to the educational research process and explore and compare forms of educational research design. Students read, review, and critique examples of theoretical positions and research designs.

P540 Learning and Cognition (online: offered every semester; on campus: every semester)

Description:

The course examines several different theoretical perspectives on learning, cognition, and cognitive development. By looking at a variety of theoretical perspectives, we can identify a range of tools that may be useful in understanding learning and teaching in various settings.

L530 Teaching EFL in Global Contexts (EPDE)

Description:

The course will undertake different forms of practitioner inquiry involving systematic, intentional and self-critical inquiry about language teaching in different international settings. One part of the course will delve into descriptions of unique opportunities and challenges in the practice of language teaching in public school settings (kindergarten to high school), college classrooms and other formal language teaching settings. The other half of the class will involve practitioner research conducted by language teachers of their own classrooms. Students of the course will leave with an understanding of pedagogical and curriculum issues as well as pathways of practice that are unique to English Language teaching in several contexts around the globe.

L530 Computer Assisted Language Learning (EPDE) (Online: offered every semester)

Description:

The course gives participants a broad view of computer-enhanced language teaching and learning. It will engage participants in exploring a working theory of language learning environments, using and discussing existing and potential applications of computer technology in the language classroom.

L524 Bilingual issues in second/foreign language teaching (Online: offered every semester)

Description:

The course introduces teachers to important concepts, ideas, and research in bilingual education, helping them apply this knowledge to their own teaching contexts.

L502 Socio-psycho linguistics applications to reading instruction (Online: offered every semester; On campus: every semester)

Description:

The course explores the socio-psycholinguistic dimensions of language and literacy. Models and theories of language acquisition will be examined including both oral and written language. Different types of discourses will be analyzed as to how they might impact literacy and language development.

L533 Mentorship and Literacy Coaching of ESL/EFL teachers (EPDE)

Description:

The course focuses on mentoring language teachers through scaffolded learning and reflection, action research and sheltered instruction (SIOP).

L530 Language Policy and Planning (EPDE)

Description:

The class is introduction to the concepts, theories, and methods in the field of language policy and planning from multiple perspectives.

L541 Writing Instruction for TESOL teachers (Online: offered every semester)

Description:

The class will study the current trends and issues in the teaching and learning of ESL/EFL writing. It will focus on the development and evaluation of techniques and materials for classroom instruction, emphasizing the analysis of student writing and troubleshooting common problems in ESL/EFL writing.

Peace Corps Experience (2-3 years)

Timeline

The following timeline is for students taking classes full time i.e. 3 classes during the regular semester and two courses in the summer. However, students who take online classes have the option of taking anywhere between 1 to 3 classes a semester depending on their availability and financial capacity. Students have seven years to complete the Masters program.

First Semester: Fall 2010 (September-December) (3 courses= 9 credit hours)

Second Semester: Spring 2011 (January-May) (3 courses= 9 credit hours)

Fourth Semester: Summer I, 2011: (May-June) (1 course= 3 credit hours)

Fifth Semester: Summer II, 2011: (June-August) (1 course=3 credit hours)

Sixth Semester: Fall 2012 (September-December) (2 courses= 6 credit hours)

Total: 30 credit hours plus 2 years of Peace Corps experience.

Graduation will be in December 2012 for the first cohort of Masters International Students for the Department of Literacy, Culture and Language Education.