

**INSTRUCTIONS**

To be completed by proposing department or program.

Please complete all required sections. For any certificates to be offered at any level of online status, contingent approval by the IU Office of Online Education must be secured by initiating the [OOE Initial Request Form](#) before this proposal will be considered. OOE Approval notice must accompany this form when submitted into APPEAR.

For stand-alone certificates for which financial aid eligibility is requested, sections 5-7 are required, as they will also inform the post-approval processes with the campus financial aid director.

**SECTION 1: CONTACT INFORMATION** *(Required for ALL Certificate Programs)*

<b>Name</b>	David Halloran
<b>Title</b>	Assistant Director, Office of Collaborative Academic Programs
<b>E-mail Address</b>	<a href="mailto:whallora@iu.edu">whallora@iu.edu</a>
<b>Phone Number</b>	812 855 3636

**SECTION 2: PROGRAM IDENTIFYING INFORMATION** *(Required for ALL Certificate Programs)*

<b>Type of Certificate</b>	<input type="checkbox"/> Area Certificate <i>(only available with a degree program)</i>	
	<input checked="" type="checkbox"/> Stand-Alone Certificate <i>(Indicate Financial Aid status below)</i>	
<b>Financial Aid Eligibility</b>	<input type="checkbox"/> NO <i>(Complete sections 1-4)</i>	<input checked="" type="checkbox"/> YES <i>(Complete sections 1-7)</i>
<b>Academic Level</b>	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Post-Baccalaureate
	<input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Post-Master's
<b>Mode of Instruction</b>	<input type="checkbox"/> On Campus	<input type="checkbox"/> Online ( <input type="checkbox"/> Y, <input type="checkbox"/> Y8)
	<input type="checkbox"/> Hybrid (Y5)	<input type="checkbox"/> Collaborative
<b>Campus(es) offering Certificate</b>	Bloomington, East, IUPUI, Kokomo, Northwest, South Bend, Southeast	
<b>Academic Unit(s) offering certificate program</b>	Schools of Education	
<b>Certificate Name</b>	Graduate Certificate in Teaching English Learners-License Addition	
<b>Proposed Program CIP Code</b> <i>From the Classification of Instructional Programs (Search <a href="#">HERE</a> for help)</i>		
<b>Minimum Program Credit Hours</b> <i>Enter the minimum number of credit hours necessary to satisfy certificate requirements (range not acceptable)</i>	18	
<b>Normal Time for completion</b> <i>Enter number of weeks, and number of academic terms (range not acceptable)</i>	Half-time—24 months; full-time—15 months	
<b>Other Delivery Aspects</b> <i>(Field experience, such as Co-ops, Internships, Clinicals, Practica, etc.)</i>	Practica	



**SECTION 3: RATIONALE AND SOURCE OF STUDENTS**

*(Required for ALL Certificate Programs)*

**a. Rationale**

*Alignment with institutional mission and strengths.*

Creating a dynamic partnership with the state and local communities in economic, social, and cultural development is central to university’s mission, and IU’s Schools of Education make an essential contribution by preparing teachers to better serve Indiana’s PreK-12 student population of English Language Learners (ELs).

The number of ELs in Indiana schools is already large and will continue to grow. Indeed, over 90% of Indiana school districts reporting at least one EL enrolled, and more than 132,000 Indiana students speak a language other than English at home, with over 290 different languages represented. English learners make up roughly 6% of Indiana’s total student population, and they are enrolled in schools and districts in every corner of the state. (retrieved 10 August 2021 from <https://www.in.gov/doi/files/IDOE-EL-Guidebook-Revised-August-2021.pdf> ).

The Graduate Certificate in Teaching English Learners—License Addition will provide Indiana teachers with the knowledge, disposition, and skills they need to promote student achievement in a culturally sustaining manner.

**b. Student population**

*Describe the target population and long-term student pipeline. For example, are students expected to be from existing degree programs, area employers, certain industries, etc.? This information should justify sustainable enrollment in the certificate.*

Demographic trends indicate that the proportion of English Language Learners in Indiana and across the nation will continue to grow, and teachers with appropriate preparation and licensure will be in high demand. This online collaborative graduate program will serve PreK-12 teachers by providing the educator preparation coursework that the Indiana Department of Education’s includes in its eligibility standards for teaching English as a New Language (ENL) content area licensure. Additionally, the graduate level teacher preparation coursework may also allow out-of-state students to meet teacher standards and educational licensure in their respective states.



**SECTION 4: CERTIFICATE REQUIREMENTS** *(Required for ALL Certificate Programs)*

Please list – or provide a list of – all courses that make up a certificate program. Include Course name, course number, and credit hours for each course. Also, please include an asterisk (\*) after the course name for any courses NOT currently in any existing degree programs.

Course name and Number	Credit Hours	Course Modality
EDUC-L524 Language Education Issues in Bilingual & Multicultural Education	3	Online
EDUC-L521 Language Foundations in Language and Literacy (New course number)	3	Online
EDUC-L570 Practicum in Language and Literacy	1	Online
EDUC-L503 Assessment Literacy for Cultural and Linguistic Diversity	3	Online
EDUC-L571 Practicum in Cultural, Linguistic, and Assessment Profiles	1	Online
EDUC-L522 Content-Based Methods (New course number)	3	Online
EDUC-L572 Practicum in Content-Based Instruction	1	Online
EDUC-T524 Diverse Perspectives on Families	3	Online
Total credits =	18	



**FOR NEW CERTIFICATES TO BE OFFERED WITH STAND-ALONE FINANCIAL AID ELIGIBILITY**

**Please complete all requested information for each Certificate program for which you intend to seek financial aid eligibility.**

**NOTE:** The authorization to provide student access to Federal Student Aid funds for certificate programs requires that the certificate meet certain employment and wage expectations, as supported in the following sections. Financial Aid availability may only be indicated after successful inclusion of the certificate program in the Program Participation Agreement (PPA) between the campus and the Office of Federal Student Aid.

**Contact Responsibilities:** The program contact agrees to take responsibility for ensuring that consumer information disclosures, required by the Department of Education and created by the University Director of Financial Aid, are posted anywhere the program is described. This includes the program’s web page, the bulletin and on any promotional materials created for the program. The contact will also be consulted when any new information must be collected to complete future version of the disclosures, which are updated annually. The contact understands that failure to comply puts the university at risk and may result in termination of aid eligibility for students in the program.

**SECTION 5: PROGRAM OUTCOMES** *(All information is required)*

<p><b>Recognized Occupation Code</b> Enter the Standard Occupation Code and title that corresponds to the recognized occupation for which the proposed program prepares completers. (Search <a href="#">HERE</a> if you need help.)</p>	<p>25-1081 <a href="#">Education Teachers, Postsecondary</a></p> <p>Teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.</p>			
<p><b>Placement Rates</b> Select the option that applies to the program's job placement rate requirements:  <b>Select the indicator below the appropriate requirement. →</b>  Note: If required, the program’s contact will be asked to provide specific data, annually.</p>	<p>Required to calculate a job placement rate for the program completers by our Accrediting Agency.</p>	<p>Required to calculate a job placement rate for the program completers by our State.</p>	<p>Required to calculate a job placement rate for the program completers by both our Accrediting Agency and State.</p>	<p>Not currently required to calculate a job placement rate for program completers.</p>
		X		



**Licensure Requirements**

Your institution is required to provide information about whether this program meets licensure requirements for any states in the metropolitan statistical area (MSA) in which the institution is located, as well as for any states for which the institution is aware of whether the program satisfies all education prerequisites to qualify a student for licensure.

Select the states that meet any of the following criteria and whether or not it satisfies all educational prerequisites:

- The state(s) in which your institution is required to obtain state authorization pursuant to 34 CFR 6009
- All states in the metropolitan statistical area(s) (MSA) in which your program is offered
- Any other states for which you have determined that your program does or does not meet licensure requirements

In items A-E, below, select or enter the appropriate licensure designations. Note that Indiana MUST be included within item A, and that any state may only be captured within a single selection.

<b>A:</b> Program meets licensure requirements in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i> Indiana
<b>B:</b> Program does not meet licensure requirements in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i> All other states. The curriculum is aligned with the leading national TESOL and Indiana state standards.
<b>C:</b> Program qualifies students to sit for licensure exam in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i> Indiana
<b>D:</b> Program does not qualify students to sit for licensure exam in the following States:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i> All other states. The curriculum is aligned with the leading national TESOL and Indiana state standards.
<b>E:</b> The following States do not have licensure requirements for this profession:	<i>Indicate "All States and Territories." Or list each (use abbreviations):</i> N/A

**SECTION 6: PROPOSED SCHEDULE**

*(Please enter "N/A" for requests pertaining to existing programs.)*

The first day the program was or will be offered by the institution	January 9, 2023
The day you would like to begin disbursing Title IV funds to students enrolled in the program.	January 9, 2023

**SECTION 7: NARRATIVE RESPONSES****Narrative description of how the institution determined the need for the program.**

For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

The rapid growth of English Learners as a percentage of students in Indiana's PreK-12 schools is well-documented, and school districts across the state already struggle to hire teachers with appropriate training and licensure. As the following survey research and commentary demonstrate, meeting the needs of these students will require immediate and sustained action.

- The United States has a growing K-12 teacher shortage. The nonprofit Economic Policy Institute (EPI) reported that of September 2020, "public K-12 education employment is more than half a million jobs below its year-ago levels, and 890,000 below where it would have to be to keep up with the growth in student enrollments since 2009" (retrieved 24 November 2020 from <https://www.cnbc.com/2020/10/09/teacher-shortage-and-covid-19-create-challenge-for-education-system.html>).
- The U.S. Bureau of Labor Statistics website entry for high school teachers note that although the labor market for this occupation is expected to grow by "4% from 2019-2029" (retrieved 24 November 2020 from <https://www.bls.gov/ooh/education-training-and-library/high-school-teachers.htm#tab-6>), across the nation, school districts continue to report difficulty hiring teachers, especially in specific areas such as English as a New or Second Language, also referred to in some states as ESL or ENL.
- For Indiana, the lack of teachers qualified to teach English as a New Language has been reported to the USDOE since 2007-2008 (retrieved 24 November from [USDOE Teacher Shortage Areas: National Listing 1990-1991 through 2017-2018 report](#)). According to an April 23, 2019, AP news item, Dr. Jennifer McCormick, former Indiana Superintendent of Public Instruction, noted, "For nearly a decade we have struggled to find educators to fill even the frequently offered classroom subjects" (retrieved 21 March 2022 from <https://apnews.com/article/e87b869cabe74f71b531017fefa9f6b6>).

Faculty representatives from seven IU campuses developed the collaborative online GC TEL to address the current and anticipated shortage of licensed ESL/ENL teachers in the state and across the nation. As an online collaborative program, the GC TEL will extend access to active teachers who would otherwise be unable to complete IU's existing license addition programs due to geographic and scheduling obstacles. The collaborative program will draw on the instructional expertise of current faculty and the curriculum will incorporate online versions of existing courses to achieve economies of scale and provide a 100% online complement to following face-to-face programs offered by three IU campuses.

IUB: English as a New Language (ENL)—Graduate License Addition

IUPUI: English as a New Language—License Addition

IUS: English as a New Language/English as a Second Language License Program

**Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.**

For example, indicate if Bureau of Labor Statistics data or State labor data systems information was used, and/or if State, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

During the curriculum development phase of the GC TEL, the faculty committee used Indiana Department of Education requirements as guidelines, and our collective experience preparing educators and leaders in PreK-12 education to design a curriculum that aligns with license eligibility standards and staffing needs.

At the request of IU's Office of Online Education, the analytics consulting firm EMSI conducted a labor market analysis in Quarter 4 2020 for IU's proposed Graduate Certificate in Teaching English Learners. The regional area labor market included Indiana, Illinois, Kentucky, Michigan, and Ohio and used the following target occupations: adult basic education, adult secondary education, and English as a Second/New Language instructors.

EMSI data for the five-state area in 2020, found "6,640 jobs listed for the stated occupations" and "60,622 jobs" nationally.

EMSI projected that the number of jobs available for these target occupations will remain steady through 2025.

Source: EMSI: Labor Market Analytics. *Program Market Demand: Graduate Certificate in Teaching English as a Second Language, Q4 2020 Data Set*. 2020.

The faculty committee selected certificate courses that align with the following five 2019 TESOL Standards:

1. Knowledge about Language
2. ELLs in the Sociocultural Context
3. Planning and implementing instruction
4. Assessment and Evaluation
5. Professionalism and Leadership



**Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.**

The institution must retain documents that support this description for review or submission to the US Department of Education upon request.

The following BLS and DWD data indicates that demands and wages for PreK-12 teachers will remain strong at the national and state level during the 10-year period of 2019-2029. The teacher shortage is likely to exert upward pressure on wages.

**Indiana and US Department of Labor Workforce Data**

High School Teachers	US National	Indiana
<b>2019 Annual Pay</b> (average)	\$61,666 per year	\$50,250
<b>Typical Entry-Level Education</b>	Bachelor's degree	Bachelor's degree
<b>Number of Jobs</b> US, 2018-2028   Indiana, 2018-2026	1,050,800	18,310
<b>Job Outlook</b> , US, 2018-2028   Indiana, 2018-2026	+4% (As fast as average)	+7%
<b>Projected Employment</b> US 2018-2028   Indiana, 2018-2026	1,110,600	19,500
<b>Projected Annual Job Openings</b> , US, 2018-2028   Indiana, 2018-2026	40,200	1,400
Elementary School Teachers	US National	Indiana
<b>2019 Annual Pay</b> (average)	\$59,420	\$49,370
<b>Typical Entry-Level Education</b>	Bachelor's degree	Bachelor's degree
<b>Number of Jobs</b> US, 2018-2028   Indiana, 2018-2028	1,452,100	25,640
<b>Job Outlook</b> , US, 2018-2028   Indiana, 2016-2026	+4% (As fast as average)	Average (4%)
<b>Projected Employment</b> US 2018-2028   Indiana, 2016-2026	1,503,500	26,560
<b>Projected Annual Job Openings</b> , US, 2018-2028   Indiana, 2016-2026	103,200	2,020
Kindergarten School Teachers	US National	Indiana
<b>2019 Annual Pay</b> (average)	\$59,420	\$49,370
<b>Typical Entry-Level Education</b>	Bachelor's degree	Bachelor's degree
<b>Number of Jobs</b> US, 2018-2028   Indiana, 2018-2028	127,700	1,940
<b>Job Outlook</b> , US, 2018-2028   Indiana, 2018-2026	+4% (Average)	4%
<b>Projected Employment</b> US 2018-2028   Indiana, 2016-2026	132,400	2,020
<b>Projected Annual Job Openings</b> , US, 2018-2028   Indiana, 2016-2026	12,200	210

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, Kindergarten and Elementary School Teachers*, retrieved December 4, 2020. <https://www.bls.gov/ooh/education-training-and-library/child-care-and-nursery/child-care-and-nursery.htm#tab-9>

O\*NETOnline, *Summary Report for 25-2021-Kindergarten Teachers, Except Special Education*, retrieved December 7, 2020. <https://www.onetonline.org/link/summary/25-2012.00>



**Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following:**

- Business advisory committees
- Program integrity boards
- Public or private oversight or regulatory agencies (not including the state licensing /authorization agency and accrediting agency)
- Businesses that would likely employ graduates of the program.

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and submission to the US Department of Education upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

The faculty committee drafting the Instructional Program for License Addition is in close consultation with Scott Bogan, Higher Education Preparation Specialist at the Indiana Department of Education.

Following his advice, the final draft of Indiana University's collaborative program application will include:

- A description of the cross-campus systems of data collection across campuses for assessment and degree administration
- Complete faculty lists that highlight faculty expertise in the field.
- A comparison of the collaborative program's curriculum with the three existing face-to-face programs.
  - How close is the proposed program to the current programs?
- A formal agreement covering licensure procedures for the collaborative. The three campuses that already have IDOE approval should take a leading role in the collaboration on these issues.
  - Questions to address include:
    - Which campus will recommend students for licensure?
    - Which campus(es) will serve as the program's education recorder and write the candidate letters?
    - Recommending/recording campus(es) will also take the lead in securing program accreditation.
    - Recommending campus will also serve as the primary program representative to the IDOE.

## **Graduate Certificate in Teaching English Learners (Online and Collaborative)**

### **Certificate Requirements (18 cr.)**

EDUC-L503 Assessment Literacy for Cultural and Linguistic Diversity (3 cr.)

EDUC-LXXX Language Foundations in Language and Literacy (3 cr.) #

EDUC-LXXX Content-Based Methods (3 cr.) #

EDUC-L524 Language Education Issues in Bilingual & Multicultural Education (3 cr.)

EDUC-L570 Practicum in Language and Literacy (1 cr.) \*

EDUC-L571 Practicum in Cultural, Linguistic, and Assessment Profiles (1 cr.)\*

EDUC-L572 Practicum in Content-Based Instruction (1 cr.)\*

EDUC-T524 Diverse Perspectives on Families (3 cr.) &

# Waiting on new course number and then course creation

\* New course number reserved and course creation in progress

& IUPUI course that does not appear to be on Bloomington campus currently