

Directions: This form should be completed using **11-point font** or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

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| Name(s) of proposal initiator(s): Ryan Warner |
| Department(s)/College(s): Center for International Programs and Activities |

Type of curriculum change (check one):

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| <input checked="" type="checkbox"/> New major requiring new courses/resources |
| <input type="checkbox"/> New Concentration in existing degree/program |
| <input type="checkbox"/> Curricular customization of existing program for off-campus cohort group |
| <input checked="" type="checkbox"/> New Minor or certificate requiring 3 or more new courses and/or new resources |
| <input type="checkbox"/> Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources |

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template. **(English as a Second Language Program) The Center for International Programs at Shawnee State University would like to implement a three-level ESL program for international students. A three-level ESL program will provide English language instruction to international students who have a beginner, intermediate, and/or advanced understanding of the English language, but need additional English instruction for academic classroom learning.**
2. Target date for implementation. **Fall 2016-Currently Enrolled Students and F-2 Dependents, Spring 2017 I-17 approved English Language Learning program for F-1 international students**
3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization. **International student enrollment is a vital component to the educational initiatives for nearly every institution in the U.S., including Shawnee State. International students enhance the overall classroom environment, provide important levels of diversity to a campus, and increase enrollment while providing a steady stream of out-of-state tuition to the university. The curriculum of the ESL courses will focus on improving the English competency of our international students who are ELL learners, F-2 Dependents, and/or full-degree seeking students. The implementation of an ESL program will provide English language learning opportunities for our international population and ensure greater academic success for our students. Furthermore, we hope to increase our international student enrollment for the university by expanding recruitment options through providing English instruction for foreign students coming on F-1 visas. International students generally seek universities that provide full or conditional admission to a program and also provide pre-English language instruction.**
4. Are there similar programs at other Ohio or regional universities? If so, where? What is the

enrollment in the other programs? **Yes, nearby institutions that offer similar programs are: Morehead State University, University of Cincinnati, Marshall University (Private Joint-venture), and Ohio University-Athens. Shawnee State has lost student enrollment to Marshall University in recent years because they can provide ESL instruction to international students. During my time at Marshall University, Marshall's individual enrollment for Academic English was around 150. I made various attempts to call universities to see what their enrollment is for the current term and some schools were not willing to share this information. Morehead State University ran a two-year ESL elective program which had an enrollment of 30 students each semester. This Fall 2015 they received I-17 approval for intensive English instruction and have an additional 10 international students studying English full-time.**

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established SSU programs: **There are no other programs existing at SSU that are comparable.**
6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data. **This program will be directly focused on increasing our international students' English language competency, thus giving them better academic success in the classroom and in their degree programs.**
7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data. **International students have regularly requested that ESL courses be provided at SSU. CIPA recently conducted an email survey to evaluate how strong the interest would be for ESL courses from our current international student body. The majority of currently enrolled students have indicated that they would have enrolled in some form of ESL coursework before they began their program at SSU had it been available.**
8. To what extent will this initiative draw new students to SSU? To what extent will it draw students from existing programs? **ESL is an excellent way to attract international students. Many international students need confidence in their language skills or lack the verbal, written, and language comprehension skills to excel in the classroom. Program enrollment for ESL strictly depends on the resources available. Larger universities see anywhere from 100-200 international students in an ESL program each semester while smaller institutions may have 25-75 enrolled in their programs. Initially, this initiative will allow F-2 dependents over the age of 18 who hold a high school diploma to study ESL at SSU without directly enrolling in a degree program. As our program continues to grow and we seek I-17 approval for a full-time intensive English program, we will be able to offer ESL instruction to F-1 international students seeking full-time ESL study. Allowing F-1 international students to enroll in English language studies on a full-time basis provides SSU with an opportunity to recruit an entirely new market of students beyond strictly degree seeking students or F-2 dependents.**
9. Approximately how many students are expected to enroll? Include rationale for estimates.

10-15 in the first year?

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20-40 after three years?

The pilot year of an ESL program is often viewed as an investment. Thus, enrollment numbers are expected to remain constant until strategic recruitment efforts have taken place and the program has been marketed both locally and internationally. The projected first year enrollment numbers only include F-2 dependents and current F-1 degree seeking students at SSU. The initial 10-15 expected students for the first term are based strictly on survey responses collected by CIPA from our current F-1 students with dependents. The projected 20-40 students enrolled after three years of operating as a full-time ESL program are based on

the enrollment of regional universities and their institutional ESL growth (see below). An additional increase in SSU's ESL enrollment will be based on our ability to provide competitive pricing for ESL instruction as compared to our regional competitors. (Wooster University-20 students in their first year, Morehead State-30 students in two years and an additional 10 full-time students during their first year of full-time ESL.)

10. At which SSU campuses/regional centers or other sites will the initiative be offered? **SSU Main Campus**
11. Will Internet or other distance learning technology be used for course/program delivery? Describe. **Yes, a great deal of ESL instruction includes online web portals and internet applications such as Blackboard.**

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative. Please attach a three year budget to include faculty salaries plus benefits, library materials estimate, equipment and classroom materials estimate, and renovation estimate. **Click here to enter text.**
13. Project the resources that could come from reallocation within the department or college and the new resources that would be required. **Click here to enter text.**
14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where? Is renovation/remodeling necessary?**Click here to enter text.**
15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one- time and ongoing costs of accreditation? **Accreditation for I-17 approval to host full-time ESL instruction is required and will fall under the university's general accrediting agency. There should be no additional cost.**
16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback? **No**

Department Faculty's signature: _____ **Date** _____

Note: Faculty signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments: **Click here to enter text.**

Department Chair's signature: _____ **Date** _____

Note: If this is an interdepartmental initiative, include additional Department Chairs' signatures

Comments: **Click here to enter text.**

Dean's signature: _____ **Date** _____

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and

Deans' signatures

Comments: **Click here to enter text.**

Provost's Signature: _____ **Date** _____

☐ Approved - Approval indicates permission to develop the full proposal. It does not assure final approval.

Comments and/or suggestions: **Click here to enter text.**

☐ Not approved - Explanation: **Click here to enter text.**

c. Initiator(s)

Department Chairperson
Educational Policies and Curriculum Committee
University Faculty Senate
Provost