



**SOUTH DAKOTA BOARD OF REGENTS  
ACADEMIC AFFAIRS FORMS**

**New Certificate**

<b>UNIVERSITY:</b>	NSU
<b>TITLE OF PROPOSED CERTIFICATE:</b>	<b>Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages)</b>
<b>INTENDED DATE OF IMPLEMENTATION:</b>	<b>Fall 2021</b>
<b>PROPOSED CIP CODE:</b>	<b>13.1401</b>
<b>UNIVERSITY DEPARTMENT:</b>	<b>Languages, Literature, and Communication Studies</b>
<b>BANNER DEPARTMENT CODE:</b>	<b>NLAC</b>
<b>UNIVERSITY DIVISION:</b>	<b>College of Arts and Sciences</b>
<b>BANNER DIVISION CODE:</b>	<b>5A</b>

**Please check this box to confirm that:**

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

**University Approval**

*To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

*Michael Wenous*

Institutional Approval Signature

*President or Chief Academic Officer of the University*

1/8/2021

Date

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

**1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?**

Undergraduate Certificate

Graduate Certificate

**2. What is the nature/ purpose of the proposed certificate? Please include a brief (1-2 sentence) description of the academic field in this certificate.**

Northern State University's Graduate Certificate in TESOL (Teaching English as a Second Language) is an online certificate program that prepares students at the graduate level to teach English as a foreign/second language in a variety of settings, either in the United States or abroad, including offering English instruction to immigrants, foreign nationals, refugees, school children, adult learners, and beneficiaries of mission work.

**3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

N/A. Northern State University (Northern) already has curriculum and faculty experts in TESOL, as Northern offers a BA in English with an emphasis in Teaching English as a Second Language.<sup>1</sup>

**4. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.**

The global demand for instructors of English continues to rise dramatically. According to John Bentley of the International TEFL Academy, English is being learned and spoken by 1.7 billion people worldwide.<sup>2</sup> 40,000 language schools around the world employ ca. 250,000 English teachers, according to Bentley, and these schools prefer to hire native speakers of English, for which there is a high turnover rate, resulting in significant numbers of job openings not only for on-site teaching, but for remote teaching as well. According to Missy Slaathaug of the Dakota TESOL organization, the demand for teachers of English, specifically adult learners of English in South and North Dakota, continues to grow as immigrants arrive in the state to work in our growing industries including wind turbine production, meat plants, construction, and many other areas.<sup>3</sup> By offering a credential for proper training of teachers to meet the demands of providing English language instruction both locally and around the globe, Northern State University is positioning itself to open doors to meaningful careers for many individuals as teachers of English to speakers of other languages.

Northern's undergraduate TESOL Certificate, offered since 2011, is successful and effective. Holders of Northern's TESOL certificate have taught in China, Japan, Korea, Timor, and other countries, and have secured prestigious awards, including Fulbright English Teaching Assistant (ETA) grants, and have secured positions in competitive TESOL programs, including the Japan Exchange and Teaching (JET) program.

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<sup>1</sup> <https://www.northern.edu/programs/undergraduate/english>

<sup>2</sup> <https://www.internationalteflacademy.com/blog/how-large-is-the-job-market-for-english-teachers-abroad>

<sup>3</sup> [https://d2157d95-1f6e-47ef-b37e-b0f7fbc99d91.filesusr.com/ugd/d1170e\\_65ce8d9314654b1f82f2310315999834.pdf](https://d2157d95-1f6e-47ef-b37e-b0f7fbc99d91.filesusr.com/ugd/d1170e_65ce8d9314654b1f82f2310315999834.pdf)

The demand for a graduate-level certificate in TESOL is growing as the number of non-English speakers in schools across the state and region grows and as professional teachers who already hold a bachelor's degree seek to expand their qualifications and add expertise specifically in teaching English as a second language.

**5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?**

The proposed online Graduate Certificate in TESOL is marketable to students pursuing a MSED in Teaching and Learning and those pursuing a MSED in Educational Studies, since both programs are aimed toward current and/or future educators. Additionally, this certificate is appropriate for any holder of a bachelor's degree who seeks to earn a credential that allows them to teach English to speakers of other languages in a variety of settings – from state and regional public schools, parochial schools, and adult literacy centers to schools in foreign countries where there is a significant demand for native-speaking English teachers. Northern's Graduate Certificate in TESOL program will also attract public and private school teachers seeking to earn graduate credit in a field related to their teaching expertise for purposes of continuing education and certification.

**6. Certificate Design**

**A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

Northern's online Graduate Certificate in TESOL will enable those who are currently seeking a graduate degree to enhance their credentials and marketability. Additionally, this certificate will allow those who already possess a bachelor's degree to become an international English teacher and teach abroad, to provide instruction of English as a second or foreign language to second language learners at adult learning centers (i.e. Cornerstones Career Learning Center, Lutheran Social Services Center for New Americans, Lake Area Technical Institute Adult Education and Literacy, education programs within the Department of Corrections, etc.), to second language learners at elementary and secondary schools, and at tutoring centers in America and abroad.

**B. Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

Northern's online Graduate Certificate in TESOL can serve most any graduate student or degree holding bachelor's student as a value-added credential, particularly a student who is seeking to offer English instruction to non-native speakers. Majors/programs that would most benefit from adding the TESOL Graduate Certificate include English, Secondary Education, Elementary Education, and International Business as well as Northern's proposed Global Language and Culture program.

**C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor’s, or master’s degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**

All three courses required to complete the online Graduate Certificate in TESOL can also be applied to Northern’s MEd Educational Studies program as well as to the proposed MAT English program. One course, LING 503, is already being applied to an ENL (English as a New Language) Endorsement in Education.

**7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).**

*Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.*

<b>Prefix</b>	<b>Number</b>	<b>Course Title</b> <i>(add or delete rows as needed)</i>	<b>Prerequisites for Course</b> <i>Include credits for prerequisites in subtotal below.</i>	<b>Credit Hours</b>	<b>New (yes, no)</b>
LING	503	Introduction to Linguistics		3	No
LING	535	Second Language Development	LING 503	3	No
LING	536	Methods of Teaching English as a Second Language		3	No
<b>Subtotal</b>				<b>9</b>	

**8. Student Outcome and Demonstration of Individual Achievement.**

*Board Policy 2:23 requires certificate programs to “have specifically defined student learning outcomes.*

**A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*

Students earning Northern’s Graduate Certificate in TESOL will demonstrate knowledge of psycholinguistic and sociolinguistic variables affecting second language acquisition, TESOL teaching methodologies, and essential principles of linguistics.

**B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.** *Label each column heading with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

<b>Individual Student Outcome</b> <i>(Same as in the text of the proposal)</i>	LING 503*	LING 535*	LING 536*
Demonstrate knowledge of psycholinguistic and sociolinguistic variables affecting the development and use of a second language.		X	
Demonstrate familiarity with current theories of second language learning.		X	

Demonstrate and apply TESOL methodologies, developing an analytical approach to teaching English as a foreign or second language.			X
Demonstrate knowledge of the essential principles of linguistics.	X		
Explore structures of modern English through analyses that are primarily traditional, structural, and transformational	X		

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

## 9. Delivery Location.

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
<b>On campus</b>	No	

	Yes/No	If Yes, list location(s)	Intended Start Date
<b>Off campus</b>	No		

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in <a href="#">AAC Guideline 5.5</a>.</i>	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 internet asynchronous	<b>Fall 2021</b>
<b>Does another BOR institution already have authorization to offer the program online?</b>	No	<b>If yes, identify institutions:</b>	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery (online/other distance delivery methods)</b>	Yes	015 internet asynchronous	<b>Fall 2021</b>

## 10. Additional Information: N/A