



Valdosta State University

STRATEGIC FOCUS 2010 PROPOSAL FORM

Submitted By: _____

Date: _____

Department/College/Division: _____

Strategic Focus Standard (Select 1 or more)

Corresponding Assessment*

- Recruitment/Enrollment of Students** → # of New Students: _____
- Retention & Graduation/Enrollment of Students** → # of Additional Students Retained: _____
- Scholarship/Research** → # of Scholarly Activities: _____
- Financial Solvency Resources** → \$ Revenue/Savings: _____
- Develop New Academic Initiatives/Programs** → # of New Students: _____

*This is the number or dollar value that is associated with the proposed project. Existing students and efforts should not be included in these figures; only additional students/scholarly activities/dollars (i.e. no double counting).

Brief Proposal Description:

Budget (Specify dollar amounts and elaborate as needed on summary page):

Item	Description
<input type="checkbox"/> Staff # _____ Salary and Fringe \$ _____	
<input type="checkbox"/> Travel \$ _____	
<input type="checkbox"/> Operating \$ _____	
<input type="checkbox"/> Equipment \$ _____	
<input type="checkbox"/> Other \$ _____	
<input type="checkbox"/> Space (office, lab, classroom, etc.) _____	
Total \$ _____	

Duration:

- One –Year Multi –Year (# of Years: _____) Indefinite

Supplemental Funding Sources (e.g, department operating budget)

Schedule: Expected Time to Completion

Start Date: _____

End Date: _____

Assignment of Responsibility (name and title):

Primary: _____

Secondary: _____

Additional Information:

APPROVALS (Signatures)

Ranking of Proposal

This portion to be completed by approvers following the evaluation of the constituent group.

Approver	Signature	Rank	# of Proposals Forwarded
DEPARTMENT HEAD/DIRECTOR:			
DEAN:			
DEANS' COUNCIL:			
VICE PRESIDENT:			
P&B COUNCIL:			

Course Offerings for Online TESOL Track/Certificate

The Teaching English to Speakers of Other Languages (TESOL) Track/Certificate is designed to prepare students to teach English as a second or foreign language, either in the United States or abroad. While the Track is undergraduate only, the Certificate may be completed at the undergraduate or graduate level (non-degree).

The track will be accessible to students in two forms: as a track within a SPAN or FREN major and as a stand-alone Certificate Program for majors in any discipline who wish to pursue it as a Baccalaureate or Post-Baccalaureate Certificate.

The market for this track is non-Education majors who wish to teach English for corporations, in private language schools, or with church missions and charitable organizations where formal teacher certification is not required.

This Track/Certificate will be offered entirely online, and with vigorous marketing strategies, will reach the needs of future TESOL teachers both in the United States and abroad. At this time, there is no similar, online track or certificate in Georgia.

Courses in TESOL Track/Certificate. All courses are offered online.

ESOL 4010/6010 Applied Linguistics for ESOL Teachers 3-0-3

A study of the nature, structure, and diversity of language, emphasizing the phonological, syntactic, and semantic patterns of English in comparison and contrast with features of other selected languages. Prospective teachers will explore the principles of linguistic systems and major theorists and schools of linguistic thought within the cultural framework of working with communities of non-native English speakers.

ESOL 4020/6020 Cultural Perspectives for ESOL Teachers 3-0-3

A study of culture and its relationship with language and education. Prospective teachers will investigate theories related to the nature and role of culture and cultural programs in the construction of learning environments and support linguistically diverse learners.

ESOL 4030/6030 Methods and Materials for Teaching ESOL 3-0-3

Methods of teaching English at the elementary, middle, and high school levels to students whose first language is not English. Topics include theories of second language acquisition, instructional strategies and materials, methods of evaluating proficiency and progress, and curriculum-building.

ENGL2080/6000 Grammar and Style 3-0-3

Prerequisite: ENGL 1102 or ENGL 1102H. An intensive review of English usage and syntax, including a study of selected stylistic principles and their rhetorical effects.

***ESOL 4040/6040 Bilingualism 3-0-3**

Linguistic and socio-political aspects issues in bilingualism. Topics include models of bilingual education, linguistic ability of bilinguals, the organization of the bilingual lexicon, and linguistic and socio-political aspects of language attrition and maintenance.

****ESOL 4500/FLED 7500 Theory and Practice in Second Language Acquisition 3-0-3**

Discussion, analysis and practice of the various theories and models of second *and subsequent* language acquisition

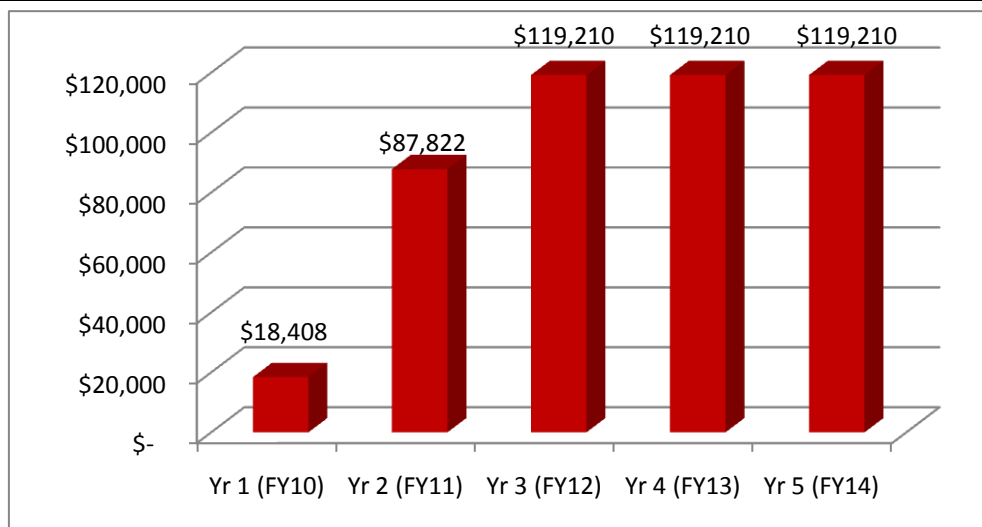
*New courses

**ESOL 4500 is a new course. FLED 7500 needs a slight change in description (see italics).

Total hours: in Track/Certificate: 18

Analysis to Expand Enrollment - Program Name: ESOL- DRAFT

Program Expenses (academic yr):	Yr 1 (FY10)	Yr 2 (FY11)	Yr 3 (FY12)	Yr 4 (FY13)	Yr 5 (FY14)
Faculty					
Tenure-Track Faculty	\$ -	\$ 48,000	\$ 48,000	\$ 48,000	\$ 48,000
Benefits	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Summer Faculty Salary	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Adjuncts (for release time)	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600	\$ 4,600
Graduate Students \$8000 each (2 semesters)	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000
Operating Expenses ex. supplies, equipment, travel	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
Total Program Expenses	\$ 38,600	\$ 106,600	\$ 106,600	\$ 106,600	\$ 106,600
<i>Annual Dept/Pgm Budget Impact</i>	\$ 38,600	\$ 68,000	\$ -	\$ -	\$ -
Fixed Costs ex. inst'l support, student services	\$ 23,573	\$ 86,433	\$ 100,183	\$ 100,183	\$ 100,183
TOTAL COSTS	\$ 62,173	\$ 193,033	\$ 206,783	\$ 206,783	\$ 206,783
Income (per academic year):	Yr 1 (09-10)	Year 2	Year 3	Year 4	Year 5
Tuition revenue (undergraduate)	\$ 21,600	\$ 79,200	\$ 91,800	\$ 91,800	\$ 91,800
State appropriation (instruction)	\$ 40,808	\$ 149,628	\$ 173,432	\$ 173,432	\$ 173,432
Total Income from Instruction	\$ 62,408	\$ 228,828	\$ 265,232	\$ 265,232	\$ 265,232
State appropriation (other support)	\$ 23,573	\$ 86,433	\$ 100,183	\$ 100,183	\$ 100,183
Program specific fee (i.e. DL fee)	\$ 9,360	\$ 34,320	\$ 39,780	\$ 39,780	\$ 39,780
Student fees	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Monies Entering VSU	\$ 32,933	\$ 120,753	\$ 139,963	\$ 139,963	\$ 139,963
Less tuition for TAP students	\$ -	\$ (2,880)	\$ (2,880)	\$ (2,880)	\$ (2,880)
Less tuition for 10% capital risk	\$ (5,400)	\$ (31,526)	\$ (36,542)	\$ (36,542)	\$ (36,542)
Total Reductions	\$ (5,400)	\$ (34,406)	\$ (39,422)	\$ (39,422)	\$ (39,422)
TOTAL INCOME	\$ 89,940	\$ 315,174	\$ 365,774	\$ 365,774	\$ 365,774
TOTAL INCOME/COST	\$ 18,408	\$ 87,822	\$ 119,210	\$ 119,210	\$ 119,210
TOTAL REQUEST OF SF2010	\$ 22,600	\$ 90,600	\$ 90,600	\$ 90,600	\$ 90,600
REALLOCATED FUNDING	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000



Year	Students In Courses/Yr
Yr1	60
Yr2	220
Yr3	255
Yr4	255
Yr5	255