MA IN TESOL

SACRAMENTO STATE
Redefine the Possible

In Workflow

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Approval Path

1. Fri, 30 Sep 2022 00:19:08 GMT
   Julian Heather (jheather): Approved for ENGL Committee Chair
2. Fri, 30 Sep 2022 00:35:49 GMT
   Hellen Lee (hellen.lee): Approved for ENGL Chair
3. Wed, 19 Oct 2022 18:47:58 GMT
   Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
4. Wed, 19 Oct 2022 19:15:23 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

History

1. Apr 30, 2018 by clmig-jwehrheim
2. Mar 24, 2021 by Julian Heather (jheather)

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Viewing: MA in TESOL

Last approved: Wed, 24 Mar 2021 18:45:07 GMT

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Changes proposed by: Julian Heather (102012337)

Academic Group: (College)

Arts & Letters

Academic Organization: (Department)

English

Catalog Year Effective:

2022-2023 Catalog

Individual(s) primarily responsible for drafting the proposed degree major program:

Name (First Last)	Email	Phone 999-999-9999
Julian Heather	jheather@csus.edu	9162785394

Type of Program Proposal:

Major

Program Change Type:
Non-Substantive

Title of the Program:
MA in TESOL

Designation: (degree terminology)
Master of Arts

Briefly describe the program proposal (new or change) and provide a justification:
Review English language proficiency requirements for international applicants. The university now accepts scores on two additional tests to the TOEFL. This proposal provides minimum requirements for those tests and also lowers TOEFL requirements to more closely match those required by other MA TESOL programs in the CSU system.

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

Program Learning Outcomes

Program Learning Outcomes

Learning Outcome

Students who graduate from the MA TESOL program will be able to:

1. demonstrate advanced knowledge of various issues and research findings in SLA;
2. understand the theoretical issues underlying approaches to teaching reading, writing, grammar, and oral skills to second language learners;
3. assess the instructional needs of second language learners;
4. design appropriate and effective syllabi, lessons, and activities for reading, writing, grammar, and oral skills classes;
5. evaluate and use appropriately current ESL textbooks and other instructional materials;
6. competently read and critique research on second language acquisition considering the principles of qualitative/quantitative research design;
7. make informed decisions concerning the pedagogical applications of research;
8. demonstrate advanced knowledge of English phonology, syntax, morphology, and pragmatics;
9. apply advanced linguistic knowledge to teaching different language skills in order to help second language learners use language in a linguistically, pragmatically, and culturally appropriate way;
10. demonstrate advanced knowledge of language variation and change;
11. demonstrate effective oral skills in instructional and professional contexts;
12. demonstrate strong skills in instructional and academic writing.

Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
No

Catalog Description:
Total units required for MA: 33

Program Description

The MA in Teaching English to Speakers of Other Languages (TESOL) requires extensive study of linguistics and pedagogy, as well as actual teaching and/or tutoring experience with second-language students. The culminating experience of the MA TESOL Concentration is the comprehensive examination.

The MA TESOL provides professional preparation and training in the theory and practice of teaching English to non-native speakers. The program is designed for graduate students who expect to teach in community college or secondary or adult education settings in the U.S. or in adult or university level courses overseas. The program is also preparation for the Ph.D. in Applied Linguistics.

Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.

Admission Requirements

To ensure that students entering the program have the potential to succeed, both in the program and in their teaching careers, the MA TESOL has the following admission requirements:

- a baccalaureate degree with a minimum 3.0 GPA, including a 3.0 GPA in the final 60 units;
- Students from foreign universities must provide proof of English language proficiency prior to admission by achieving a minimum score on one of three approved tests:
  - 90 on the Test of English as a Foreign Language (TOEFL), with a score of 22 on the writing subsection
  - 6.5 overall band score on the International English Language Testing System (IELTS)
  - 65 on the Pearson Test of English (PTE)
- completion of prerequisite courses (or their equivalents[1]) with a grade of "B" or better:

Code	Title	Units
ENGL 110A	Linguistics and the English Language	3
ENGL 110Q	English Grammar for ESL Teachers	3

- Students should complete all prerequisites before enrolling in a graduate-level (200 and above) courses. A student who has not completed all prerequisites may be dropped by the instructor from a graduate-level course;
- Preference will be given to those students who have completed 2 semesters of college-level foreign language (6 units).

[1]   Students should see the TESOL Coordinator for a transcript evaluation if they have completed equivalent coursework. Under no circumstances will any coursework more than seven years old be accepted for transfer.

Admission Procedures

Applications are accepted on a first-come, first-served basis. Enrollment is limited, so applicants should file as early as possible in the semester prior to intended admittance. Students not meeting all requirements may be conditionally accepted as long as space is available in the program. Applicants must complete a university application by the posted application deadline date for the term applying. *For more admissions information and application deadlines, please visit* http://www.csus.edu/gradstudies/.

Note: Because of the budget constraints, undergraduates and unclassified graduate students can be admitted to TESOL graduate courses on a space available basis only.

The following materials must also be submitted:

- Personal statement of no more than 300-500 words. The personal statement should discuss the applicant's interest in the program and the experiences (academic and non-academic) that have shaped this interest and prepared the applicant for graduate work in this field.
- Three confidentially submitted recommendation forms for all students (both California State University, Sacramento and other institutions). Students graduating from universities other than California State University, Sacramento, must also provide formal letters from their three recommenders in addition to the completed recommendation forms.

Minimum Units and Grade Requirement for the Degree

Units required for the MA: 33

Minimum Cumulative GPA: 3.0

Notes:

- Up to 3 units of ENGL 299 may apply to the degree.

Advancement to Candidacy

Each student must file an application for Advancement to Candidacy indicating a proposed program of graduate study. The procedure should begin as soon as the classified graduate student has:

- removed any deficiencies in admission requirements;
- a plan of study that has been filled out with the help of the TESOL Advisor;
- completed at least 12 units of 200-level courses in the Master's Degree program with a "B" or better in each course; and
- take a Graduate Writing Intensive (GWI) course in their discipline within the first two semesters of coursework at California State University, Sacramento.
- Advancement to Candidacy forms are available on the Office of Graduate Studies website. The completed form is then returned to the Office of Graduate Studies for approval.

As defined by policy http://www.csus.edu/umanual/acadaff/fsm00010.htm, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)

Program Requirements

Code	Title	Units
Required Courses (27 Units)		
ENGL 200D	Materials and Methods of TESOL Research ✎	3
ENGL 410B	Internship-ESL Teaching	3
ENGL 200E	Curriculum and Assessment Design for Language Classrooms	3
ENGL 210B	Sociolinguistics and TESOL	3
ENGL 210G	Second Language Acquisition	3
ENGL 215A	Reading/Vocabulary Acquisition	3
ENGL 215B	ESL Writing/Composition	3
ENGL 215C	Pedagogical Grammar for TESOL	3
ENGL 215D	Pedagogy of Spoken English	3
Electives (3 Units)		
Select one of the following: [1]		3
ENGL 210C	Technology in Second Language Teaching	
ENGL 220A	Teaching College Composition ✎	
ENGL 220C	Topics in Composition Studies	
ENGL 410A	Writing Center Theory and Practice: Internships	
ENGL 410E	Internship in Teaching Writing	
or ENGL 410L	Internship in Teaching Adult Reading	
Culminating Requirement (3 Units) [2]		
ENGL 598T	Culminating Experience - TESOL	3
Total Units		**33**

[1]   An upper division or graduate course not on this list may be substituted with the prior permission of the graduate coordinator.

[2]   Students must complete a thesis, project, or TESOL comprehensive examination. The thesis and project options require permission of the graduate coordinator. Only students with an earned GPA of 3.7 or higher will be given permission to do a thesis or project.

Certificate - TESOL

Code	Title	Units
Option B: Required Courses (15 Units)		
ENGL 110A	Linguistics and the English Language	3
ENGL 110P	Second Language Learning and Teaching	3
ENGL 110Q	English Grammar for ESL Teachers	3
ENGL 215B	ESL Writing/Composition [1]	3
ENGL 410B	Internship-ESL Teaching	3
Elective (3 Units)		
Select one of the following:		3
ENGL 200E	Curriculum and Assessment Design for Language Classrooms	
ENGL 210C	Technology in Second Language Teaching	
ENGL 215A	Reading/Vocabulary Acquisition [1]	
ENGL 215C	Pedagogical Grammar for TESOL [1,2]	
ENGL 220A	Teaching College Composition ✎	
ENGL 220C	Topics in Composition Studies	
Total Units		**18**

[1]   ENGL 110A and ENGL 110P must be completed before any ENGL 215 course

[2]   ENGL 110Q must be completed before attempting ENGL 215C.

For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:

N/A--there is no correspondaing baccaluareate program

Fiscal Impact to Change an Existing Program

Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:
None

Provide a fiscal analysis of the proposed changes:
There will be no fiscal effect from these changes.

How will the above changes be accommodated within the department/College existing fiscal resources?
N/A

Will the proposed changes require additional resources?
No

What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?
None

Estimate the cost and indicate how these resource needs will be accommodated:
Zero

Key: 26