Graduate Program in Teaching English as a Second Language (TESL)

Objectives

The MA in TESL is designed to achieve the following:

- Provide candidates with exposure to the theory and practice of teaching English to children whose first language is not English (LEP and ELL);
- Certify teachers as ESL teachers;
- Provide candidates with an advanced level of expertise and a thorough training in the discipline of analyzing the various facets of teaching LEP and ELL children; and
- Provide candidates with the preparation necessary for a career as a schoolteacher.

The MA in TESL is an interdisciplinary program designed for educational personnel at the early childhood, elementary as well as secondary school levels. The program emphasizes the training of teachers who are interested in working with second language learners from diverse linguistic settings. It also helps its candidates explore research related to bilingual and bicultural children. Finally, the program is open for non-degree teachers who simply want to take courses for Certification or for certified teachers who simply need Content Knowledge courses.

The interdisciplinary program involves courses taught in the Department of English and Foreign Languages and courses taught in the Department of Education. Faculty and staff from the above departments shall cooperate to make the program a success. While candidates shall use facilities available in both departments, the department of English and Foreign Languages is responsible for coordinating and directing the student orientation, student advisement, student teaching, field experience, thesis projects and portfolio reviews.

Admission Requirements

- For admission to graduate study, applicants must show evidence that they have earned a bachelor's degree at a regionally accredited college or university, possess the ability to do graduate work of high quality, and be proficient in the target language. Bachelor's degrees earned from international institutions may be considered, to the discretion of the relevant admissions personnel. Also, applicants must submit to the Program Admissions' Committee their GRE (Graduate Record Examination) scores or accepted equivalent, one official transcript from all previous undergraduate and graduate work, three letters of recommendation from professors or supervisors, and an 800-word statement of purpose indicating educational career goals and experience. Applicants must have taken and passed Praxis I before they are admitted. Teachers who intend to take courses for purposes of certification only must show evidence that they have earned a bachelor's degree at a regionally accredited college or university, in addition to proof of their professional affiliation with a particular school system in the nation. Also, candidates need a pre- or co-requisite teacher education program in the following areas:
- English, Foreign Language, Elementary Education, or Content Areas for ES (O) L;
- Elementary Education (or Exceptional Children) for Bilingual: Elementary
- Content Area such as Biology, English, or Exceptional Children for Bilingual: Secondary.

Other requisites include the following:

- Content Knowledge proficiency in the language where certification is sought: 15 semester hours of language at the intermediate level or above (or content knowledge Praxis II test) for Bilingual and up to 30 semester hours at the

intermediate level for ESOL (or content knowledge Praxis II test)
- Productive Language test for Bilingual speakers
- Verification of knowledge of the relative culture (course, study abroad, native experience, etc.

Furthermore, candidates have to fulfill the following language requirements:

Proficiency in English: Native or near native fluency is required of all candidates.

Degree Requirements

This is a proposal for a two-degree plan: a 36 semester-hour plan without thesis but with a Comprehensive Exam (Plan A) or a 30 semester-hour plan with thesis (6 credits), excluding the Comprehensive Exam (Plan B). Candidates of either plan must complete a 3-credit practicum. Here is a breakdown of both programs:

Plan A includes:

- 21 semester hours concentration in educational foundations, bilingual education and linguistics courses
- 12 hours in a minor concentration
- A 3-credit hour practicum
- A Comprehensive Exam

Plan B includes:

- 21 semester hours concentration in educational foundations, bilingual education and linguistics courses
- 6 hours of electives
- A 3-credit hour practicum
- A Comprehensive Exam
- A thesis (6 hours)

Curriculum Grid

Year 1	Session	Course # and credit	Course Title
Fall	**I**	**ENG-518 (3 credits)**	**Methods of Teaching English as a Second Language***
Fall	**II**	**EDU-557 (3 credits)**	**Effective Teaching Strategies***
Spring	**I**	**ENG-519 (3 credits)**	**Teaching the Multi-cultural/ Multilingual Student***
Spring	**II**	**EDU-614 (3 credits)**	**Human Development in Education**
Summer	**I**	**ENG-504 (3 credits)**	**Second Language Acquisition**
Summer	**I**	**ENG-510 (3 credits)**	**Structure of Modern English**

Summer	**II**	**ENG-512 (3 credits)**	**Seminar on Theories and Practice of Second Language and Testing**
Summer	**II**	**EDU-611 (3 credits)**	**Theories and Practices in Exceptionalities**
Year 2			
Fall	**I**	**EDU-608 (3 credits)**	**Diagnostic Teaching of Reading***
Fall	**II**	**ENG-590 (3 credits)**	**Practicum***
Spring	**I**	**(3 credits)**	**Elective/Thesis**
Spring	**II**	**(3 credits)**	**Elective/Thesis**

***Courses require EFE as mandated by the Council of Professional Educators (CPE)**

Electives **ENG-520. Foundations of Bilingual Education**
EDU-601. Contemporary Issues in American Education
EDU-604. Theories and Methods of Instruction
EDU-625. Introduction to Statistics and Research in Education

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