CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

ACADEMIC PROGRAMS COMMITTEE

REPORT TO

THE ACADEMIC SENATE

AP-027-167

English, M.A. Teaching English to Speakers of Other Languages (TESOL) Option

Academic Programs Committee	Date: 11/13/2016
Executive Committee Received and Forwarded	Date: 11/16/2016
Academic Senate	Date: 11/30/2016 <u>First Reading</u> 01/11/17 <u>Second Reading</u>

BACKGROUND: The Department of English and Foreign Languages has put forward a referral for M.A. Teaching English to Speakers of Other Languages (TESOL) Option for semesters. This is a revisioned program.

RESOURCES CONSULTED:
Deans
Associate Deans
Department Chairs
All Faculty

DISCUSSION:
Before reaching the Academic Programs Committee, this program was reviewed by the College Curriculum Committee in the College of CLASS as well as the Dean of CLASS and the Office of Academic Programs. All concerns raised at those levels were addressed. The Academic Programs Committee then conducted campus-wide consultation, as well as its own review of the program. No concerns were raised.

RECOMMENDATION:

The Academic Programs Committee recommends approval of the semester program Teaching English to Speakers of Other Languages (TESOL) Option.

English, M.A. - Teaching English to Speakers of Other Languages (TESOL) Option: 33 units	
Status	active
Hierarchy Entities	English and Foreign Languages
Approval Process Name	I. Program - Q2S Existing Program/Option/Minor
Current Step	Office of Academic Programs
Originator	Aaron DeRosa
Created	11/21/2015 02:17PM
Launched	11/21/2015 02:22PM
Form	
General Catalog Information	
Department	English and Foreign Languages
Conversion Category:	Revisioned
Proposal Type:	Option
Describe or list changes	Refined learning outcomes and mission statement, revised curriculum core courses, realigned coursework categories for greater flexibility, revised assessment procedures.
Semester Program Name (e.g. Biology, B.S., Art History, B.A.)	English, M.A. - Teaching English to Speakers of Other Languages (TESOL) Option: 33 units
Program Description	Mission StatementThe M.A. in English at Cal Poly Pomona offers the opportunity for students to engage in advanced study in the fields of literature, rhetoric and composition, and/or the Teaching of English to Speakers of Other Languages (TESOL). The program prepares students to pursue careers in high school and postsecondary teaching in community college and university settings, to continue on to doctoral studies, and to enter career fields requiring superior proficiency in written and oral communication, critical thinking, analysis, and research. Learning Outcomes Students will demonstrate familiarity with the theories, knowledge areas, and analytical tools of second language acquisition, grammar, pronunciation, TESOL composition, and TESOL pedagogy. Students will demonstrate the ability to critically analyze and synthesize articles on current research, theories, and analyses in SLA, grammar, pronunciation, TESOL composition, TESOL pedagogy. Students will demonstrate the ability to conduct and present high-quality data-based research/analysis in second language acquisition, grammar, pronunciation, and TESOL composition. Students will demonstrate the ability to apply theories of SLA, grammar, pronunciation, and TESOL composition in the classroom (e.g., teaching, materials design). Students will demonstrate the ability to write papers reporting research, synthesizing theories/analyses, summarizing or reviewing books or articles using appropriate style.
Curriculum Sheet	English, M.A. - Teaching English to Speakers of Other Languages (TESOL) Option: 33 units I. Required Major Core Courses (3 units) ENG 5011 Professionalization Practicum 3 I. Required Option Core Courses (19-21 units) ENG 5230 Introduction to Teaching ESL 3 ENG 5231 Grammar for TESL 3 ENG 5232 Teaching ESL Composition 3 ENG 5233 Teaching American English Pronunciation 3 ENG 5234 Second Language Acquisition 3 ENG 5235 Practicum in Teaching ESL 3 ENG 6970 Comprehensive Examination 1 Or ENG 6960 Master's Degree Thesis 3 The thesis will substitute for one elective course in consultation with an advisor. Directed Electives (9-12 units) TESOL students must choose among the following three groups of Directed Electives:

Literature	Rhet Comp	TESOL
ENG 5001 (3) One survey literature course in the 536X, 556X, 576X sequences. One topic literature course in the 537X, 557X, 577X, 58XX sequences, or ENG 5010 (3). One other literature course. ** Students must show a diversity	ENG 5110 (Theory and Practice of Modern Rhetoric) (3) ENG 5130 (Teaching Writing) (3) Two of the following: ENG 5131, 5150,	ENG 5130 (Teaching Writing) (3) ENG 5131 (Pedagogies of Reading) (3) Two of the following courses: ENG 4210, 4220, 4221, 4222, 4230, 4150, or 5280 * Courses taken as part of the

	of region (British / American / World) and time period.		5151, 5152, or 5180	undergraduate degree may not be counted towards MA.	

		Fall		Spring	
Roadmap	**Year 1**	ENG 5230	3	ENG 5234	3
		ENG 5231	3	Directed Elective	3
		Directed Elective	3	Directed Elective	3
		Total Units	9	Total Units	9
	Year 2	ENG 5232	3	ENG 5235	3
		Directed Elective	3	ENG 5233	3
		ENG 5011	3	ENG 697	1
		Total Units	9	Total Units	7

Two-Year Course Offering

Graduate Courses, Six-Year Rotation

Catlg Nbr	Scheduled	Catlg Nbr	Scheduled
ENG 5001	F	ENG 5376	S19/S22
ENG 5010	S	ENG 5378	
ENG 5100	S19	ENG 5560	F19
ENG 5110	S	ENG 5561	F20/F23
ENG 5130	F	ENG 5562	
ENG 5131	S20/F20	ENG 5563	S22
ENG 5150	F19	ENG 5564	S24
ENG 5151		ENG 5570	S19/S20
ENG 5152	F19	ENG 5572	F19/S23
ENG 5180	F	ENG 5573	F18/F21
ENG 5230	F18	ENG 5760	S20/S23
ENG 5231	F18	ENG 5761	F18/F21
ENG 5232	F19	ENG 5770	S21/S24
ENG 5233	S20	ENG 5771	F20/F23
ENG 5234	S19	ENG 5800	F22
ENG 5235	S20	ENG 5801	S23
ENG 5280		ENG 5802	F23
ENG 5360		ENG 5880	S22
ENG 5361	S19	ENG 6910	
ENG 5362	S21	ENG 6920	
ENG 5368	F22	ENG 6950	
ENG 5370	S21	ENG 6960	
ENG 5375		ENG 6970	

Assessment Plan

AssessmentsEML has implemented the following assessment methods to measure the effectiveness of its program and the extent to which students demonstrate the above competencies upon graduation:

Assessment based on results of the culminating experience

The comprehensive examination consists of two parts:

1. A 4-hour in-class examination that covers the factual information in English Pedagogical Grammar, Phonology, and the Theory of Second Language Acquisition. The questions address definitions and discussion of key concepts in each subfield, identification of linguistic structures, analysis of linguistic data relevant to second-language teaching. The in-class examination allows for the assessment of TESOL Learning Outcomes 1, 3, and 4.

2. A one-week take-home examination that covers pedagogical and theoretical skills in English Pedagogical Grammar, Teaching Second Language Writing, and theories of Second Language Acquisition. Each portion requires a separate essay (approximately 2500 words each) from the candidates. For Second Language Acquisition, candidates analyze and evaluate the development of particular theories and their application to language pedagogy. For English Pedagogical Grammar, candidates develop a detailed lesson plan for a specified group of learners in a specified educational context and provide a theoretical rationale for this lesson. For Second Language Writing, candidates analyze written linguistic data from students and provide pedagogical feedback on it, accompanied by a theoretical rationale for their choices of feedback format and content. All essays require the citation of original research in the relevant subfield and adherence to the APA style, which is a professional standard in TESOL and Applied Linguistics. The take-home portion of the exam allows for the assessment of TESOL Learning Outcomes 2, 4, and 5.

	The in-class and take-home portions of the exams are graded together by the faculty specializing in each subfield on the scale of 0-100. The score on each subfield (Grammar, Pronunciation, Second Language Writing, and Second Language Acquisition) determines high pass, pass, low pass, marginal performance, which requires an oral defense, or fail in this subfield. The faculty in TESOL evaluate the results of the comprehensive examinations in the aggregate according to the rubric below (see appendix S). The aggregate evaluation provides information about the effectiveness of the TESOL program as a whole. Assessment based on feedback collected anonymously via exit questionnaires The graduate program also collects data based on questionnaires distributed to all graduating students in the fall and spring of every year. The questionnaires prompt students to identify specific strengths and weaknesses in the program as a whole as well as in their particular options. Every questionnaire is filled out anonymously and returned directly to the Graduate Administrative Office (see appendix T).
Select Program	Program
Prospective Curriculum	
Steps	
Files	None