New Degree/Certificate Cover Sheet

Date: 2/22/2016

Institution: Indiana University

Campus: Indianapolis

School or College: IU School of Liberal Arts at IUPUI

Department: English Department

Location: On Campus 50% or more online: Yes ○ No ● *If yes please send to Office of Online Education

County: Marion

Type: Degree Program Financial Aid Eligible: Yes ● No ○

Degree/Certificate name:

Master of Arts (M.A.) in Teaching English to Speakers of Other Languages (TESOL)

Graduate/Undergraduate: Graduate

Degree Code: MA

Brief Description:

The M.A. in TESOL program is a 31-credit hour program consisting of 16 credit hours of required courses and at least five elective courses with at least 15 credit hours. Either an internship or a thesis option must be selected, too. Electives would count towards either of these two options. Graduation requires a B average (3.0 G.P.A.). The proposed M.A. in TESOL is a specialized degree that complements the current TESOL Graduate Certificate well because all certificate credits can transfer into the M.A. without penalty or overlap. Thus, students who complete the certificate can receive the M.A. in TESOL by completing at least an additional five elective classes (15 credits).

The student population for the M.A. in TESOL Program will originate from four main groups: 1) the 16-credit TESOL Graduate Certificate program; 2) domestic graduate students from central Indiana; 3) domestic students from outside Indiana, and in particular those who are part of the Midwest Student Exchange Program (MSEP); and 4) international students. All courses will be taught by faculty already housed in the Department of English and in the IU School of Liberal Arts at IUPUI. At the time of program implementation, neither new instructors nor new staff will need to be hired in order to teach and administer this degree.

Rationale for new degree:

Since 1985, faculty in the English Department at IUPUI with expertise in applied linguistics have developed and taught English as a Second Language (ESL) courses for international students and non-native, English-speaking immigrant students, as well as courses in Teaching English to Speakers of Other Languages (TESOL) for local teachers and graduate students from around the state and abroad. AT IUPUI, the highest current degree level specializing in TESOL has been either a TESOL specialization in the M.A. in English or a graduate certificate in TESOL. The M.A. in TESOL builds upon the strengths of the already established graduate courses– including the already existing TESOL specialization option of the IUPUI M.A. in English – and the capacity and experience of the faculty. The proposal directly addresses the need to offer teachers of English to speakers of other languages and graduate students a comprehensive program at IUPUI focused specifically on TESOL. The program is consistent with the mission of both IUPUI and the IU School of Liberal Arts at IUPUI, as well as with IUPUI's and IU's Strategic Plans. According to a current report from the O*NET database of the United States Department of Labor, jobs for holders of M.A. in TESOL degrees are expected to grow 9% nationally and 10% within Indiana and that the job outlook nationally and statewide are "average" and "better than average" respectively. Lack of language proficiency is an issue with immigrant populations and hinders employment opportunities. As the number of immigrants and new international students in the nation, state, and the Indianapolis area continues to grow, the need for qualified TESOL teachers grows, too. The proposed program addresses this need, not only in educating teachers for institutions of higher education, but focusing on the need for English for specific purposes for immigrant professionals and for the immigrant workforce.

CIP Code: 13.1401

Name of Person who Submitted Proposal:

Ulla M. Connor, Ph.D.

Contact Information (phone or email): uconnor@iupui.edu

Indiana University-Purdue University Indianapolis (IUPUI)

School of Liberal Arts

M.A. in TESOL
(*Teaching English to Speakers of Other Languages*)

Program Proposal

IUPUI M.A. in TESOL

I. Characteristics of the Program

A. **Campus Offering Program:** Indiana University-Purdue University Indianapolis

B. **Academic Unit:** IU School of Liberal Arts at IUPUI, Department of English

C. **Degree Program Title:** Master of Arts (M.A.) in Teaching English to Speakers of Other Languages (TESOL)

D. **Form of Recognition to Be Awarded:** Master of Arts

E. **Suggested CIP Code:** 13.1401

(*Teaching English as a Second or Foreign Language/ESL Language Instructor*)

F. **Scope of Delivery:** Indianapolis, IUPUI campus *only*

G. **Mode of Delivery:** Classroom *only*

H. **Other Delivery Aspects:** Practicum (required), internship (elective); both a thesis and a non-thesis option

I. **Projected Date of Implementation:** Fall 2017

II. Rationale for the Program

A. **Institutional Rationale:**

Since 1985, faculty in the English Department at IUPUI with expertise in applied linguistics have developed and taught English as a Second Language (ESL) courses for international students and non-native, English-speaking immigrant students, as well as courses in Teaching English to Speakers of Other Languages (TESOL) for local teachers and graduate students from around the state and abroad. Since 1996, the English Department has offered the M.A. in English with three different specializations: Literature, Writing, and TESOL. Building upon the TESOL specialization, a 21-credit TESOL Graduate Certificate was first awarded in May 2002. For the nine-year period from 2006-2007 to 2014-2015, 129 students received M.A. in English degrees and 41 received Graduate Certificates in TESOL. It is expected that the proposed M.A. in TESOL will increase enrollment not only of those pursuing M.A. degrees in the department, but also increase the number of students pursuing the TESOL Certificate, many of whom will then choose to continue on and pursue the M.A.

In addition to the existing ESL and TESOL courses offered by the IU School of Liberal Arts faculty, the IU School of Liberal Arts has three programs in applied linguistics and TESOL, which will support and benefit from the proposed M.A. in TESOL. First, the English for Academic Purposes (EAP) program, founded in 1985, provides the language support that both undergraduate and graduate students enrolled at IUPUI need to fully participate and succeed in their fields of study. Second, since 1998 the International

Center for Intercultural Communication (ICIC) has offered English for Specific Purposes (ESP) language and cultural training programs for students, faculty, and postdoctoral researchers, as well as international visitors to campus and members of the local community. Finally, the Program for Intensive English (PIE), established in 2015, offers non-credit intensive English courses from beginning to advanced levels for full-time, non-matriculated students. It is noteworthy that each of these three programs requires their teachers to hold a Master's degree in teaching English but will also provide practicum and internship opportunities for students in the current M.A. in English and TESOL Certificate programs.

The M.A. in TESOL builds upon the strengths of the already established graduate courses – including the already existing TESOL specialization option of the IUPUI M.A. in English – and the capacity and experience of the faculty. The proposal directly addresses the need to offer teachers of English to speakers of other languages and graduate students a comprehensive program at IUPUI focused specifically on TESOL, which includes an opportunity to conduct a teaching internship or write a thesis. The IUPUI M.A. in TESOL Program will provide future teachers of English with the necessary theoretical and practicums training to meet the needs of the growing non-English speaking population in Indiana, in other surrounding states, and beyond.

The program will attract students from the Indianapolis area, as well as domestic and international graduate students thanks to its award-winning faculty, rich opportunities for teaching practicums in well-established venues, and unique curricular strengths in a variety of areas: second language research and teaching, materials preparation and curriculum design, English for Specific Purposes (e.g., academic, legal, business, and medical English), and the use of technology in second language learning.

The proposed M.A. in TESOL is a specialized degree that complements the current TESOL Graduate Certificate well because all certificate credits can transfer into the M.A. without penalty or overlap. Thus, students who complete the certificate can receive the M.A. in TESOL by completing at least an additional five elective classes (15 credits). (*Please note that the current TESOL Graduate Certificate of 21 credit hours will be revised to 16 credit hours. A proposal is being prepared and will be submitted during the spring 2016 semester*.)

Benefit to Students

Within U.S. institutions of higher education, degree programs specializing in TESOL are traditionally either offered by schools of education or English/linguistics departments. Schools of education traditionally focus upon certification for TESOL within a K-12 context. English/linguistic departments traditionally focus upon TESOL within adult-based learning contexts. In keeping with this differentiation, the IUPUI M.A. in TESOL would focus only upon adult learners and not certify teaching K-12. As such, the degree would successfully prepare students to teach English to adult speakers of other languages in a variety of contexts, such as institutions of U.S. higher education, adult education

programs, English for Specific Purposes (ESP) contexts in the U.S., and institutions of higher education abroad.

Students would be prepared for all of these contexts due to the program's combination of faculty excellence, experiential learning, and curricular innovation. Furthermore, graduates would pursue a diverse set of careers, such as teachers of English, language program directors, policy-makers, curriculum designers, tutors, editors, and materials developers in schools, universities, governmental agencies, non-profit organizations, community centers, and other venues both locally and internationally. Previous TESOL Certificate students, including those who were awarded the M.A. in English with TESOL concentration, have taken positions around the world, including Austria, Brazil, Germany, Lebanon, Norway, South Korea, Thailand, Peru, China, and Japan; others have found employment teaching ESL domestically in Alaska, Arkansas, California, Colorado, Illinois, North Carolina, Texas, Washington, as well as in Indiana in non-profits and in commercial English language centers; several have gone on to pursue Ph.D. degrees. Most of these students would have pursued the M.A. in TESOL if it had been offered at the time. Although students in the existing English program have done well, the addition of the M.A. in TESOL program will provide greater marketability to attract students that want a stand-alone program focused solely on TESOL with a degree name that explicitly states that focus instead of just a specialization.

Relation to the Mission of both IUPUI and the IU School of Liberal Arts at IUPUI

First, the program is consistent with IUPUI's mission and vision of supporting the development of a more culturally diverse city. Relating to IUPUI's focus on global engagement, holders of such a degree will be globally engaged at the local level through promoting the development of cultural diversity in the city. By giving non-native English speakers the language skills necessary to more fully integrate into and thrive in the city, these degree holders will address the communication needs of an "international" Indy.

Second, the program is consistent with the School of Liberal Arts' and the English Department's aspiration to promote a productive exchange of knowledge regarding the human experience and increasing the opportunity for students to work with and better understand people from widely diverse backgrounds. Below are three key features promoted by this program that align with the mission of both the school and the campus.

- *Collaboration*
  At IUPUI, students who enter the M.A. in TESOL program will have an opportunity to work within existing internal and external programs. Internally, the IU School of Liberal Arts at IUPUI would provide opportunities for collaborating with the English for Academic Purposes (EAP) program, the International Center for Intercultural Communication (ICIC), and the Program for Intensive English (PIE). Externally, the program would provide opportunities working with community-based organizations, such as the Indianapolis Public Library, Exodus Refugee Immigration, Goodwill Industries, and faith-based groups like Vida Nueva.

- *Application*
  The plan for this program is to develop longer term and more expansive internship opportunities for M.A. in TESOL students. This will be done by better connecting with community partners who support non-native speakers of English and by building more relationships with international universities who seek new teachers of English to teach for them on a short-term basis as they gain experience. The proposal seeks to leverage the capacity that already exists by being more deliberate about benefits for both the students and the community, as well as international partners.

- *Internationalization*
  TESOL by nature has an international focus. In general as an academic field, TESOL's goal is to provide best practices in educating international students and training teachers for U.S. and international settings. Since 1985, the IU School of Liberal Arts at IUPUI and the English Department have embraced TESOL's principles in educating international students, as well as future TESOL teachers. The M.A. in TESOL degree would be a natural extension of this proven commitment to TESOL and its international context.

Relation to IUPUI's and IU's Strategic Plans

The program is consistent with IUPUI's strategic goals and objectives. In particular, the degree coincides with:

- *Goal 2, Increased capacity for graduate education- Develop new professional master's programs*: The development of a new, revenue-producing degree addresses the problem of decreased funding within the IU School of Liberal Arts at IUPUI. Such a degree capitalizes on the internal expertise of many linguists in this field who currently teach at IUPUI.

- *Goal 7, Deepen our commitment to community engagement*: Such a program will institute internships and practicum opportunities for students within a variety of external, community-based contexts.

- *Goal 8*: *Strengthen internationalization efforts*: This degree would increase international opportunities for IUPUI students and faculty; increase the recruitment of international students; and help position IUPUI as an international and intercultural hub for Indianapolis.

- *Goal 9*: *Promote an inclusive campus climate*: The program will increase the IUPUI community's ability to effectively engage within an international/global context, whether at the local or national level.

- *Principles of Graduate Learning (PGLs) as adapted for TESOL*: One of the chief aims of the M.A. in TESOL is to contribute, along with other courses, to students' cultivation of all four PGLs at IUPUI:

- Demonstrate the knowledge and skills needed to meet standards of performance for the field of TESOL;
- Communicate effectively with their colleagues, their students, their administrators, and the general public;
- Think critically and creatively to improve practice in the field of TESOL; and
- Teach and conduct research in an ethical and responsible manner in the field of TESOL.

Student population to be served

The student population for the M.A. in TESOL Program will originate from four main groups: 1) the 16-credit TESOL Graduate Certificate program*; 2) domestic graduate students from central Indiana; 3) domestic students from outside Indiana, and in particular those who are part of the Midwest Student Exchange Program (MSEP); and 4) international students.

*The current TESOL Graduate Certificate Program is 21 credit hours and will be revised to 16 credit hours in order to align with the M.A. in TESOL.

See **Appendix 1:** Institutional Rationale for additional detail

B. **State Rationale:**

The state report, *Reaching Higher, Achieving More* notes that the area with the greatest growth will be for those people who hold post-secondary degrees. This program provides work-aligned, post-secondary degrees for students who will have both international experiences and commitment to the state and its capital city. IUPUI has traditionally trained graduates who have remained active, engaged residents of the state.

C. **Evidence of Labor Market Need:**

According to a current report from the O*NET database of the United States Department of Labor, jobs for holders of M.A. in TESOL degrees (CIP Code 13.401) are expected to grow 9% nationally and 10% within Indiana and that the job outlook nationally and statewide are “average” and “better than average” respectively.

i. ***National, State, or Regional Need***

The program is based on the understanding that more teachers educated in the principles and practice of teaching English as a second language (TESOL) are needed as numbers of non-native speaking immigrants and international students grow in the U.S., in Indiana and Indianapolis, and at IUPUI.

According to *Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices* (Center for Applied Linguistics, 2010), the U.S has seen a steady increase in the foreign-born population since the 1970s. In 2006, there were 37.5 million foreign born individuals, representing 12.5% of the total U.S.

population. In 2000, there were 28.4 million, or 10.4% of the population. Between 2000 and 2006, the level of immigration averaged 1.8 million per year.

The number of immigrants in Indiana has grown significantly since 1990. According to the latest data table of the Migration Policy Institute using Census Bureau data, the numbers were 94,263 in 1990, 186,523 in 2000, and 319,580 in 2014.

Lack of language proficiency is an issue with immigrant populations and hinders employment opportunities. In 2006, 84% of the foreign-born U.S residents reported speaking a language other than English at home. The 2000-2005 survey of the U.S. refugee population conducted by the Office of Refugee Settlement found that refugees who indicated that they did not speak English were less likely to be employed (45%) than those who indicated they spoke English (63%). There was also a significant difference in the average hourly wages between the two groups.

New international student enrollments have increased significantly in the U.S. in the last decades. The Institute of International Education's *Open Doors 2015 Fast Facts* shows that international students in the U.S. increased in 2014-15 by 10% to a record high of 974,926 students, which is also up 72.46% from the 565,039 international students in the US in 2004-05; many of these international students are also non-native speakers of English. The same source ranks the state of Indiana as 10th in number of international students enrolled, with Purdue University ranked as 7th in the number of international students among U.S. institutions with 10,230 students and IU-Bloomington as 16th with 7,009. In the fall of 2015, the IUPUI international enrollment was a record 2,019 totaling nearly 7% of the students enrolled at IUPUI. Over the last decade, current enrollment at IUPUI has increased by 118.4% from 2005 when just 924 international students were enrolled.

As the number of immigrants and new international students in the nation, state, and the Indianapolis area continues to grow, the need for qualified TESOL teachers grows, too. The proposed program addresses this need, not only in educating teachers for institutions of higher education, but focusing on the need for English for specific purposes for immigrant professionals and for the immigrant workforce.

The IUPUI EAP Program and the PIE provide internship and practicum teaching opportunities for students specializing in academic and intensive English instruction suited for teaching international students in institutions of higher educations. The ICIC will also serve as a site for students pursuing this line of TESOL. It is a center with 18 years of experience in practicums and ESP instruction for foreign-born faculty and researchers on the IUPUI campus, as well as for business and healthcare professionals in both the community and internationally. Additionally, it specializes in the training of trainers for immigrant-oriented teaching situations.

ii. ***Preparation for Graduate Programs or Other Benefits***

Due to the practical application of the M.A. in TESOL, this degree is intended to be a terminal degree. However, because of the program's comprehensive applied linguistics offerings within the field of TESOL, it will prepare students well for doctoral studies in TESOL and applied linguistics.

iii. ***Summary of Indiana DWD and/or U.S. Department of Labor Data***

According to the Employment Projections Program of the U.S. Bureau of Labor Statistics, the fastest area of job growth over the next decade will be for jobs requiring at least a master's degree. Moreover, those graduates who have had opportunities to participate in apprenticeships, internships, and practice teaching are more likely than their peers with comparable degrees to be prepared for jobs and land jobs. For example, all teachers hired for the EAP, PIE, and ICIC programs have been required to hold a master's degree.

The need for teachers with M.A.s in TESOL is not only state- and nation-wide but also international. As the TESOL field has professionalized and internationalized in the last 50 years so has the need for well-educated TESOL professionals. Today, few institutions abroad are advertising and hiring English teachers without a TESOL background even if they are native speakers of English.

See **Appendix 2**: Summary of Indiana Department of Workforce Development and/or US Dept. of Labor Data

iv. ***National, State or Regional Studies***

Please refer to section C.i. above for a description of the studies

See **Appendix 3**: National, State or Regional Studies for hyperlinks to referenced studies.

v. ***Surveys of Employers or Students and Analyses of Job Posting***

Such surveys are not included in the proposal. Not applicable (N/A)

See **Appendix 4**: Surveys of Employers or Students and Analyses of Job Postings**.** Not applicable (N/A)

vi. Letters of Support

Letters of support have been provided by the individuals listed below.

Individual	Title	Affiliation
Thomas Davis, Ph.D.	Dean	IU School of Liberal Arts at IUPUI
Laurent Dekydtspotter, Ph.D.	Professor and Chair	Department of Second Language Studies, Indiana University Bloomington
Martin George	CEO	Language Training Center: Indianapolis, IN
Karen Kovacik, Ph.D.	Director of Graduate Studies in English	English Department, IU School of Liberal Arts at IUPUI
Gil Latz, Ph.D.	Associate Vice Chancellor for International Affairs	IUPUI
Robert Rebein, Ph.D.	Chair	English Department, IU School of Liberal Arts at IUPUI
Annela Teemant, Ph.D.	Associate Professor, Second Language Education	IU School of Education at IUPUI

See **Appendix 5** for Letters of Support.

III. Cost of and Support for the Program

A. Costs

i. *Faculty and Staff*

All courses will be taught by faculty already housed in the Department of English and in the IU School of Liberal Arts at IUPUI. All courses to be offered have been developed and taught by the faculty of the proposed program. At the time of program implementation, neither new instructors nor new staff will need to be hired in order to teach and administer this degree.

- JULIE BELZ (Ph.D., University of California at Berkeley): Associate Professor of English and Applied Linguistics; Adjunct Associate Professor of World Languages and Cultures; and the current director of the TESOL Graduate Certificate Program at IUPUI

- ULLA CONNOR (Ph.D., University of Wisconsin): Chancellor¹s Professor of English; Barbara E. and Karl R. Zimmer Chair in Intercultural Communication; Director of the International Center for Intercultural Communication; founding Director of the English for Academic Purposes (EAP) Program at IUPUI.

- FRED DICAMILLA (Ph.D., University of Delaware): Associate Professor of English; Director of the linguistics undergraduate program, and the former Graduate Advisor in the English Department at IUPUI

- ESTELA ENE (Ph.D., University of Arizona): Associate Professor of English and Director of the English for Academic Purposes (EAP) Program at IUPUI

- DANIEL RUECKERT (Ph.D., Indiana State University): Clinical Assistant Professor in the IU School of Liberal Arts at IUPUI and Associate Director of the International Center for Intercultural Communication

- SUSAN SHEPHERD (Ph.D., Stanford University): Associate Professor of Linguistics in the English Department at IUPUI

- THOMAS UPTON (Ph.D., University of Minnesota): Associate Dean for Faculty Affairs in the IU School of Liberal Arts at IUPUI; Director of the Program for Intensive English (PIE): Professor of English in the English Department at IUPUI: Adjunct Professor of Language Education in the IU School of Education at IUPUI; and former Director of both the English for Academic Purposes Program and the TESOL Graduate Certificate.

See **Appendix 6:** Faculty and Staff for additional details.

ii. ***Facilities***

The program intends to collaborate with the ICIC and PIE programs by using existing space on the first floor of Cavanaugh Hall, which includes a meeting area for students and a conference room. Thus, neither new facilities nor new space will be required for the program. Additionally, the M.A. in TESOL program director's office will be in Cavanaugh Hall in order to be close to faculty who will teach and serve as supervisors of practicums, internships, and theses. Because the program director will likely be an existing faculty member, no new office space will be needed.

See **Appendix 7**: Facilities for additional details. *Not applicable (N/A)*

iii. ***Other Capital Costs***

Other capital costs are not expected because the program will use existing course management systems and web-based portals to help students create digital environments for communication, presentation, and collaboration. At present, there is support staff in the EAP, ICIC, and PIE programs who already work with students in the TESOL certificate program and the M.A. in English program with TESOL specialization.

See **Appendix 8**: Other Capital Costs for additional details. *Not applicable (N/A)*

B. **Support**

i. ***Nature of Support***

- On-campus support at IUPUI:
    - The IUPUI English for Academic Purposes (EAP) Program provides students with diverse opportunities for supervised English teaching practicums and internships in basic and advanced second language writing, second language listening, speaking and reading, and legal English.
    - The International Center for Intercultural Communication (ICIC) provides opportunities for supervised English teaching practicums and/or internships in a variety of English for Specific Purposes (ESP) contexts.
    - The IUPUI Program for Intensive English (PIE) provides opportunities for supervised English teaching practicums and/or internships in classroom-based settings for post-secondary, non-IUPUI matriculated students.
- Support within central Indiana for both internships and the practicum include partnerships with a variety of community-based venues for supervised English teaching, including ELS Language Centers Indianapolis and the Language Training Center.

ii. ***Resources and Special Fees***

Neither new resources nor new special fees are needed to start this program. The degree would merge well into pre-existing English Department infrastructure and human resources. The resources are in place; no new facilities, equipment, or faculty are required. No program has been replaced to begin this program. As the program grows, additional resources and instructional efforts may be required. Those additional costs will be covered by the incremental revenues.

IV. Similar and Related Programs

A. List of Programs and Degrees Conferred

In a number of ways, the IUPUI M.A. in TESOL is distinctive from other Indiana-based M.A. in TESOL programs listed below. First, its location provides an easy access for future teachers in the greater Indianapolis area. Second, the urban location offers many diverse practicum and internship opportunities in adult ESL settings. Third, the program would collaborate with three well-established ESL teaching units at IUPUI. Fourth, the program of study focuses on applied linguistics with courses in discourse analysis, English for Specific Purposes (ESP), and sociocultural theory. Finally, the M.A. in TESOL faculty at IUPUI are well-established in the field with several years of demonstrated teaching and research experience in both TESOL and applied linguistics.

i. Similar Programs at Other Institutions

- **Ball State University**: The Department of English at Ball State offers a 36-credit M.A. in TESOL. The core requirements (15 credit hours) include courses in linguistics, theories of language learning, second language acquisition, TESOL methods, and materials development. Most of the elective courses focus on theoretical linguistics. IUPUI's M.A. in TESOL program has an applied focus through both the core courses and electives.

- **Indiana State University**: The Department of Languages, Literatures, and Linguistics at Indiana State University offers a 32-credit M.A. in Linguistics/TESOL. This program has only two required courses, a research methods course and a 2-credit course on "Current Issues in Languages, Literatures, and Linguistics." The rest of the degree program is made up of elective courses. The IUPUI M.A. in TESOL will be a much more structured and guided degree.

  Valparaiso University: The Master of Arts in TESOL consists of 36 credit hours (24 core + 12 elective). The core includes courses in introductory linguistics, sociolinguistics, TESOL theory and methods, TESOL theory and practice, ESL curriculum and assessment, ESL grammar, an ESL seminar and a practicum.

Electives include courses in CALL (computer assisted language-learning), writing and theoretical linguistics. Currently-licensed Indiana teachers who wish to add an English Learners (EL) professional certification to their teaching license may do so by completing this master's degree program or the 18-hour TESOL Certificate, which is based on the same core courses as the M.A. (minus the ESL seminar) and an elective from the same list as for the M.A. The M.A. in TESOL at IUPUI will offer more varied and applied electives that focus explicitly on TESOL to adult learners, as well as a more efficiently organized core which includes coursework on materials design and ESP.

- **University of Indianapolis:** The Master of Arts in TESOL consists of 36 credit hours from coursework or 30 hours from courses+6 hours earned in thesis-writing courses. Additionally, a graduate certificate in TESOL can be obtained by completing 21 credit hours, which also constitute the core of the M.A. in TESOL degree and include courses such as "Language Study for Teachers," "Methods of TESOL," "Testing and Assessment," " Materials Development," "Pedagogical Grammar," "Second Language Acquisition," and a "Practicum/Internship in TESOL." Courses in psycholinguistics and language and society are also part of the M.A. core. Electives are limited to two courses which may or may not be related to TESOL, depending on student choice and department offerings. The IUPUI M.A. in TESOL will offer more flexibility and a greater variety of TESOL-focused courses through its electives.

ii. Similar Programs at the Proposing Institution

- **Indiana University-Bloomington (IUB):** The Department of Second Language Studies at IUB offers a 30-credit M.A. in TESOL/Applied Linguistics. While there is some overlap in courses, as would be the case with almost all M.A. in TESOL programs, the IUB M.A. in TESOL/Applied Linguistics degree has a stronger focus on the teaching and learning of language structure and use, as reflected by the degree name. The IUPUI M.A. in TESOL will have a stronger emphasis on pedagogy and instruction, as reflected by requirements for coursework on principles and practices of second language teaching, a course on materials development in ESP, and a course on second language learning and technology.

B. Similar TESOL graduate programs outside of Indiana

Peer Institutions of IUPUI

TESOL graduate programs at IUPUI's Peer Institutions: IUPUI has classified 12 institutions of higher education as peer institution. Please access https://www.iu.edu/~uirr/resources/peer.php for more information.

As indicated in the table below, eight of IUPUI's 12 peer institutions offer both M.A. and Ph.D.-level degrees in TESOL (*or a closely related field*), while two more institutions just offer a M.A. degree. By currently only offering a TESOL Graduate Certificate program

and not a stand-alone M.A. in TESOL, the English Department at IUPUI ranks lower than its institutional peers with respect to graduate degrees offered in TESOL. Only one other peer institution offers no graduate degrees in TESOL.

IUPUI's Peer Institutions Grouped by Degrees Offered	Department	Program Emphases
Both Ph.D. and Masters (+/- Graduate Certificates in TESOL)		
SUNY at Buffalo *Advanced Certificate*; *M.Ed.; Ph.D.*	Learning and Instruction	TESOL; Ph.D. in Second and Foreign Language Education
Temple University *M.S.Ed; Ph.D.*	Curriculum, Instruction, and Technology in Education	TESOL; Ph.D. in Language, Literacy, and TESOL
University of Cincinnati *Certificate; M.Ed.; Ed.D.; Ph.D*	Teacher Education in the Literacy Program (with a focus on ESL) And Education/ Curriculum and Instruction TESOL (online)	TESOL; Ph.D. in Literacy with focus on TESOL
University of Illinois at Chicago *M.A.; Ph.D.*	English	TESOL/Applied Linguistics; Ph.D. in Linguistics
University of New Mexico *M.A.; Ph.D.*	Language, Literacy, & Socio-Cultural Studies	TESOL; Ph.D. in Language and Literacy
University of South Florida *M.A.; M.A.T; M.Ed.; Ph.D.*	Teaching and Learning	Secondary Education, Foreign Language Education; Ph.D. in Second Language Acquisition and Information Technology (SLA & IT)
University of Utah *Certificate, M.A.; Ph.D.*	Linguistics	TESOL, TEFL, K-12 TESOL, Bilingual Education, Applied Linguistics; Ph.D. in Linguistics

Wayne State University *M.A.; Ph.D.*	Education English	Bilingual/Bicultural Education - ESL Second Language Acquisition; Ph.D. in English
Both a Master's and a Graduate Certificate in TESOL		
Colorado at Denver *Certificate; M.A.*	English	TESOL, Applied Linguistics
University of Alabama at Birmingham *M.A.Ed., Certification*	Education	Teaching ESL, TESOL
Masters Only		
University of Louisville *M.A.*	Linguistics	Humanities with Concentration in Linguistics (ESL)
IUPUI *TESOL Graduate Certificate ;* *M.A.*	English English	TESOL English
No Graduate Degree Programs		
Virginia Commonwealth University		

Programs within Midwestern Higher Education Compact (MHEC) Institutions

Indiana is part of the Midwestern Higher Education Compact (MHEC), which a twelve-state consortium. One of the MHEC's programs is the Midwest Student Exchange Program (MSEP), which includes tuition reciprocity. Listed below are comparable programs offered by the nine participating states in the MSEP.

Illinois Institutions	Credit/Core credit hours	Department	Program Governance	Curricular Emphasis
University of Illinois	40/32	Department of Linguistics	College of Liberal Arts and Sciences	Language pedagogy; theories of second language acquisition and pedagogy
Southern Illinois University	33/18	Department of Linguistics	College of Liberal Arts	Language pedagogy; theories of second language acquisition and pedagogy

Illinois State University	34 total/ 50% from non-thesis course options	Department of English	College of Arts and Sciences	M.A. in English with a focus on TESOL
Northern Illinois University	Track I: 30 credits and pass a foreign language proficiency test. Track II: 36 credits (18 core credits)	Department of English	College of Arts and Sciences	ESL, EFL, multicultural education, communication, skills
Southern Illinois University at Edwardsville	30/15	Department of English Language and Literature	College of Arts and Sciences	General TESOL
Northeastern Illinois University	36/6	Department of English	College of Arts and Sciences	Core courses from five domains: language, planning and managing instruction, culture, assessment, professionalism
The Wheaton College Graduate School	40 / 8	Department of Intercultural Studies		M.A. in TESOL and Intercultural Studies: Cross-cultural ministry and teaching
Kansas Institutions	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
University of Kansas (On-Campus)	30 for non-thesis – 36 thesis/12	Department of Curriculum and Teaching	School of Education	M.A. and MSE in TESOL offered, similar curriculum
University of Kansas (Online)	30 /30	Department of Curriculum	School of Education (Online	General TESOL Two Tracks: Teacher

		and Teaching	Program)	Track and Non-Teacher Track
Emporia State University	36 / 18 for M.A.; 15 for certificate		Teacher's College	K-12 and college ESL
Wichita State University	30-36 / 12 for M.A., 18 for ESOL endorsement	Department of Curriculum and Instruction	School of Education	M.A. in Curriculum and Instruction, Specialization in TESOL; M.A. in Liberal Studies with Concentration in TESOL (12-18 credit hours). College of Education Certificate in TESOL (18 credit hours).
Michigan Institutions	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
Michigan State University	30/3	Department of Linguistics and Germanic, Slavic, Asian, and African Languages	College of Arts and Letters	General TESOL
Eastern Michigan University	33/21	Department of World Languages	College of Arts and Sciences	General TESOL
Spring Arbor University	33/30	Department of English	School of Education	Online; K-12 and faith-based ESP
Minnesota Institutions	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
University of Minnesota	37/29 or 44/38	Institute of Linguistics, ESL, and Slavic	Separate M.A. ESL degree	General TESOL
St. Cloud State	36 / 6	English Department	College of Liberal Arts	M.A. or M.A. with K-12

University				licensure; general TESOL and K-12
Minnesota State University Moorhead	42-44 /36-38	Department of Languages and Culture) Department of History, Languages, Critical Race & Women's Studies	College of Humanities and Social Sciences	Research and TESOL
Hamline University (St. Paul)	40/29	Department of Languages	School of Education	General TESOL for adult ESL and K-12
Minnesota State University Mankato	34/26	Department of English	College of Arts and Humanities	General TESOL
Missouri Institutions	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
University of Missouri	33/27	Department of English	School of Education	M. Ed. in TESOL (Online); general TESOL pedagogy
Southeast Missouri State University	36/27 (15 for certificate)	Department of English	College of Liberal Arts	General TESOL
Institution	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
Concordia University Nebraska	36	Department of English	School of Education	M. Ed. TESOL (Online or Hybrid); general TESOL
North Dakota Institutions	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
University of North Dakota	35 (Online)	Online and Extended Learning	School of Education	M.A. in Language Learner Education

				For ELL, ESL or TESOL teacher endorsement in North Dakota, as well as in other states.
Wisconsin Institutions	**Credit/Core credit hours**	**Department**	**Program Governance**	**Curricular Emphasis**
University of Wisconsin-Madison	33/12	English	M.A. in English with a specialization in Applied English Linguistics	Offers complimentary Certificate in TESOL (9 credits)
University of Wisconsin River Falls	36/33 for M.A. in TESOL Other options: M.A. with Teaching License, Teaching License in TESOL, Graduate Certificate for Professional Development	Department of English	College of Arts and Sciences	General TESOL
University of Wisconsin Milwaukee	21/15	Department of Linguistics	College of Letters and Sciences	Graduate Certificate in TESOL. Designed to meet the needs of graduate non-degree students or graduate students concurrently enrolled in

				M.A. or Ph.D. program who wish to teach ESL

C. Articulation of Associate/Baccalaureate Programs

Not applicable (N/A)

See **Appendix 9**: Articulation of Associate/Baccalaureate Programs for additional details. Not applicable (N/A)

D. Collaborations

There are no collaborations with similar or related programs on other campuses.

V. Quality and Other Aspects of the Program

A. Credit Hours Required/Time to Completion

The 31-credit hour M.A. in TESOL is a professional degree that will prepare graduates to become teachers of English for diverse populations of adult non-native speakers. Far more than just a program for "teaching grammar," the M.A. in TESOL degree will prepare graduates to meet the complex linguistic, discursive, pragmatic, sociocultural, and communicative needs of adult learners who are facing literacy challenges in linguistic, educational, professional, and sociocultural environments that are completely distinct from those in which they learned their first languages. As such, program graduates will gain the necessary knowledge and experiences to make sense of the complex issues surrounding second language development in adult learners and to design pedagogically sound solutions for their differing interactional needs. Requirements of the degree follow below.

Required Coursework (16 credit hours)

The M.A. degree requires the completion of five, core courses:

- ENG-G 500 *Introduction to the English Language* (4 credits)
- ENG-Z 520 *Second Language Development* (3 credits)
- ENG-Z 523 *TESOL Methods* (3 credits)
- ENG-Z 541 *English for Specific Purposes (ESP) and Materials Development* (3 credits)
- ENG-Z 545 *TESOL Practicum* (3 credits)

Electives (at least five classes and at least 15 credit hours)

The M.A. degree requires the completion of at least five elective courses that total a minimum of 15 credit hours. Students will chose electives based upon their academic and professional goals. If a student chooses the thesis option, then two of the elective courses must be ENG-Z 690, *Advanced Readings in TESOL*, and ENG-Z 699, *M.A. Thesis- TESOL*. If a student chooses the internship option, then an elective must be ENG-Z 598, *TESOL Internship*.

The electives are as follows:

- ENG-Z 536 *Pedagogical Grammar* (3 credits)
- ENG-Z 570 *Second Language Writing* (3 credits
- ENG-Z 575 *Second Language Learning and Technology* (3 credits)
- ENG-Z 598 *TESOL Internship* (3 credits)
- ENG-Z 600 *Seminar in TESOL* (variable topics) (3 credits)
- ENG-G 625 *Discourse Analysis and Intro. to Research* (4 credits)
- ENG-G 652 *Sociolinguistics* (4 credits)
- ENG-Z 690 *Advanced Readings in TESOL* (1-4 credits)
- ENG-Z 699 *M.A. Thesis - TESOL* (3 credits)
- Other courses with the approval of the advisor and program director. No more than six credits may be transferred in or taken outside of the department.

Thesis option:

The M.A. in TESOL thesis is an extended piece of writing that is developed in consultation with a faculty advisor in the M.A. in TESOL Program. The thesis proposal typically is developed in the elective course *Seminar in TESOL* (ENG-Z 600). In general, the M.A. thesis develops out of a final project that the candidate has completed in one of the M.A. in TESOL courses. However, the thesis would represent a substantial reworking of this paper/project in terms of content, structure, data presentation and analysis, critical evaluation, style, and formatting. Students typically choose from among the following thesis types: a) a data-driven examination of an aspect of second language teaching; b) a classroom-based research project; c) a critical review and re-design of a particular language course, curriculum or context; or d) an applied linguistics thesis. Students who choose the M.A. in TESOL thesis option would enroll in *Advanced Readings in TESOL* (ENG-Z 690) either before or during the same semester as *M.A. Thesis - TESOL* (ENG-Z 699).

Internship option:

The *TESOL Internship* option (ENG-Z 598) is three credit hours and would be offered each semester. This supervised teaching internship is an optional, extended teaching internship with a practicing 'master teacher' in a teaching context that matches with the candidate's interests. The internship may take place in an international (e.g., China, Korea, Mexico) or local context and may target a specific student population (e.g.,

Spanish-speaking learners of English or Chinese-speaking learners of English). The internship involves observation and discussion of second language English teaching, as well as guided student teaching and tutoring. A faculty member in the IUPUI M.A. in TESOL program supervises the student's apprenticeship with the master teacher. If the candidate chooses not to write an M.A. thesis, then the English teaching internship serves as one of the candidate's required, elective courses. The student must complete a substantial written project during the internship, which will be determined by the supervising faculty member in conjunction with the student. Students in the M.A. in TESOL program may participate in the English teaching internship after completion of ENG-Z 545, *TESOL Practicum*.

Durations

Full-time student

A full-time graduate student can complete the degree in four consecutive regular semesters (fall or spring) beginning during a fall semester. Core courses for the M.A. in TESOL degree are not offered in either of the summer semesters. However, if a full-time student takes at least one elective course during the summer, then she/he can complete the M.A. in TESOL degree in three semesters instead of four.

Part-time student

A part-time graduate student, as defined by taking seven or less credit hours during a regular fall or spring semester, could complete the M.A. in TESOL degree in a minimum of six consecutive regular semesters (fall or spring) beginning during a fall semester. However, if a part-time student takes at least one elective course during the summer, then she/he can complete the M.A. in TESOL degree in a minimum of five semesters. Traditionally, students who have enrolled part-time in the TESOL Certificate Program at IUPUI have come mainly from the greater Indianapolis area. For the M.A. in TESOL program, this same type of enrollment trend is expected, too.

See **Appendix 10** for admission requirements, summary of new courses, and additional detail about Credit Hours Required/Time to Completion

B. **Exceeding the Standard Expectation of Credit Hours:** *Not applicable (N/A)*

C. **Learning Outcomes**

The nine learning outcomes of the IUPUI M.A. in TESOL program empower students to:

- *Outcome 1*, understand the linguistic, psychological, sociocultural, and identity dimensions of second language development in adult learners;

- *Outcome 2*, understand and apply the principles and practices of effective second language instruction in both verbal and written communication on the basis of the relevant research in the fields of second language acquisition and applied linguistics;
- *Outcome 3*, conceptualize the second language classroom as a site for the development of intercultural and pragmatic as well as linguistic competencies;
- *Outcome 4*, assess the communicative and sociocultural needs of diverse populations of adult learners of English;
- *Outcome 5*, design pedagogically sound instructional units and curricula for the development of second language literacy to meet the specific interactional needs of diverse populations of non-native speaking adults (e.g., medical professionals, international university students, diplomats and business people, Spanish-speaking immigrants, Burmese, Somali, and Iraqi refugees, English as a Foreign Language (EFL) contexts);
- *Outcome 6*, deliver principled second language instruction at both basic and advanced levels to adult learners of English in a variety of contexts (e.g., community-based adult education, university-level academic speaking and writing courses, legal/medical English for adult professionals, EFL contexts);
- *Outcome 7*, implement the pedagogically sound use of educational technology in second language instruction;
- *Outcome 8*, evaluate the pedagogical efficacy of current second language courses and curricula; and
- *Outcome 9*, develop principled curriculum for non-native speaking adults in educational and employment contexts.

D. Program Evaluation/Assessment

The chair of the English Department at IUPUI will appoint an internal review committee to assess the program in its first and second years. After three years, the chair will appoint an external review committee to assess the program. The program will undergo external review every five years

Details for Student Outcomes

Student Outcomes	**Where will students learn this knowledge or skill?**	**How will student achievement of the outcome be assessed?**	**Relationship to Mission and PGLs (See PGLs for TESOL listed below)**	**In what setting will the assessment take place?**
Outcome 1: Understand the linguistic, psychological, sociocultural, and identity dimensions of second language development in adult learners	ENG-Z 520 ENG-Z 523 ENG-Z electives	Written work, group discussion: instructor evaluated	PGL 1	Core as well as elective courses

Student Outcomes	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	Relationship to Mission and PGLs (See PGLs for	In what setting will the assessment
Outcome 2: Understand and apply the principles and practices of effective second language instruction in both verbal and written communication on the basis of the relevant research in the fields of second language acquisition and applied linguistics	ENG-Z 523 ENG-Z 520 ENG-Z 545 ENG-Z electives	Written work, group discussion, student teaching: instructor evaluated	PGL 1, 2, 3 and 4	Core as well as elective courses
Outcome 3: Conceptualize the second language classroom as a site for the development of intercultural and pragmatic as well as linguistic competencies	ENG-Z 523 ENG-Z 520 ENG-Z 545 ENG-Z electives	Written work, group discussion, applied work: instructor evaluated	PGL 1, 3, and 4	Core as well as elective courses, including teaching practicum
Outcome 4: Assess the communicative and sociocultural needs of diverse populations of adult learners of English	ENG-Z 520 ENG-Z 541 ENG-Z 545	Written work, group discussion, applied work: instructor evaluated	PGL 2, 3 and 4	Core courses, including teaching practicum
Outcome 5: Design pedagogically sound instructional units and curricula for the development of second language literacy to meet the specific interactional needs of diverse populations of non-native speaking adults	ENG-Z 523 ENG-Z 520 ENG-Z 541 ENG-Z 545	Written work, group discussion: instructor evaluated	PGL 1, 2, 3 and 4	Core courses, including teaching practicum
Outcome 6: Deliver principled second language instruction at both basic and advanced levels to adult learners of English in a variety of contexts	ENG-Z 545	Practicum/ Student teaching: evaluated by instructor and supervising teacher	PGL 1, 2, 3 and 4	Teaching practicum (Z545)
Outcome 7: Implement	ENG-Z 545	Practicum/Student	PGL 1, 2, 3	Teaching

Student Outcomes	Where will students learn this knowledge or skill?	How will student achievement of the outcome be assessed?	Relationship to Mission and PGLs (See PGLs for	In what setting will the assessment
the pedagogically sound use of educational technology in second language instruction		teaching: evaluated by instructor and supervising teacher	and 4	practicum (Z545)
Outcome 8: Evaluate the pedagogical efficacy of current second language courses and curricula	ENG-Z 520 ENG-Z 523 ENG-Z 541 ENG-Z electives	Written work, group discussion: instructor evaluated		Core as well as elective courses, including teaching practicum
Outcome 9: Develop principled curriculum for non-native speaking adults in educational and employment contexts	ENG-Z 541 ENG-Z 545	Written work, group discussion, practicum/student teaching: evaluated by instructor and supervising teacher	PGL 1, 2, 3 and 4	Core courses, including teaching practicum

E. **Licensure and Certification**

This degree does not prepare graduates for a license or certification.

F. **Placement of Graduates**

Graduates will find employment as teachers in institutions of higher education both in the United States and overseas, in adult TESOL programs, and in business and industry settings. Students, especially for those who write a thesis, would be able to enroll in Ph.D. programs in applied linguistics.

G. **Accreditation**

Other than school-wide accreditation by the Higher Learning Commission, no additional accreditation is necessary with this degree.

VI. Projected Headcount and FTE Enrollments and Degrees Conferred

The program estimates that it will enroll 15 full-time and 10 part-time students each year. 15 students will graduate at the end of year two. Altogether, 90 students will have graduated at the end of year five.

Please refer below to the tabular version of this narrative.

Institution/Location: Indiana University-Purdue University Indianapolis (IUPUI)						
Program: Master of Arts in Teaching English as a Second Language (M.A. in TESOL)						
Proposed CIP Code: 13.1401						
Base Budget Year: 2015-16						
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment Projections (Headcount)						
Full-time Students		15	30	30	30	30
Part-time Students		10	20	30	30	30
Totals		**25**	**50**	**60**	**60**	**60**
Enrollment Projections (FTE)						
Full-time Students		14	21	21	21	21
Part-time Students		5	10	14	14	14
Totals		**19**	**32**	**35**	**35**	**35**
Degree Completion Projection		-	15	25	25	25
CHE Code:	13.1401					
Campus Code:	IN					
County Code:	49					
Degree Level:	M.A.					
CIP Code:	13.1401					

Table compiled by Indiana University's Office of University Regional Affairs, Planning, and Policy

APPENDICES

Appendix 1: Institutional Rationale

IUPUI Core: Vision, Mission, Values & Diversity
http://graduate.iupui.edu/faculty-staff/policies.shtml

Principles of Graduate Learning
http://graduate.iupui.edu/faculty-staff/policies.shtml

Appendix 2: Summary of Indiana Department of Workforce Development and/or US Department of Labor Data

Data Report for Market Analysis and Demand

Report compiled by Indiana University's Office of University Regional Affairs, Planning, and Policy

Degree: Master of Arts TESOL (Teaching English to Speakers of Other Languages)
CIP Code used: 13.1401 - Teaching English as a Second or Foreign Language/ESL Language
Instructor SOC Code used: 25-3011 – Adult Basic and Secondary Education and Literacy Teachers and Instructors Campus: IUPUI
Delivery: On-Campus

OUTLOOK
Source: http://www.onetonline.org/
National Outlook: Average
Indiana Outlook: Better than average
Average Salary: National: $49,590 ; Indiana: $40,520
Projected growth (2010-2020): National: +9%; Indiana: +10%
Projected annual job openings (due to growth and net replacement):
National: 1,990
Indiana: 10

COMPETITION
Source: IPEDS College Navigator
Other Indiana institutions offering program*:
1 College currently offer this program in Indiana (2 online+)
Indiana University Bloomington+
Indiana State University+
Ball State University
Indiana University Purdue University

Indianapolis Indiana University Purdue University Fort Wayne Indiana Wesleyan University
Valparaiso University

Number of institutions offering degree nationally:
Certificate: 270 (62 online)

2012-13 IPEDS Completions data
Advance Degree: 3,232 (34 from Indiana)

Notes:
*The College Navigator (used to identify program offerings) does not specify levels or types of advanced credentials.

Appendix 3: National, State, or Regional Studies

Education for Adult English Language Learners in the United States: Trends, Research, and Promising Practices (Center for Applied Linguistics, 2010)

Indiana Immigration Data Profile (Migration Policy Institute)

Open Doors 2015 Fast Facts (Institute of International Education, 2015)

Open Doors 2005 Fast Facts (Institute of International Education, 2005)

IUPUI 2015 International Student Enrollment (*Inside IUPUI*: September 23, 2015)

Appendix 4: Surveys of Employers or Students and Analyses of Job Positives:

Not applicable (N/A)

Appendix 5: Letters of support

(*Please refer to the seven letters, which begin on the next page.*)

SCHOOL OF LIBERAL ARTS
INDIANA UNIVERSITY
Office of the Dean
IUPUI

February 3, 2016

LETTER OF SUPPORT FOR MA TESOL PROGRAM

I am delighted to write in support for the proposal for an M.A. degree in TESOL (Teaching English to Speakers of Other Languages). It grows out of an already successful graduate certificate, and there is every indication that the program will build upon current success. There is, according to the data, a need for the degree, there is a robust job market for holders of the degree, and the faculty already present in the School of Liberal Arts have long and successful records in the areas of linguistics and language acquisition.

The program joins other important programs and initiatives in the school, fitting hand in glove with those programs and initiatives, and the synergy created will be real and substantive. The International Center for Intercultural Communication has, for many years, served as a place where English for Specific Purposes has been taught; more than teaching, it is a center that has engaged as well in high-level research, partnering with units such as the School of Medicine. English for Academic Purposes has, as well, been a long-standing program that has served our school and the campus well, working with both students and faculty to hone skills in academic English. Then there is the new Program for Intensive English, which, in just its first year, currently enrolls over forty students from around the world.

The curriculum proposed for the program is both well designed and draws on already existing strengths. The faculty are established in their fields and in their careers and bring both the research expertise and the teaching excellence that will make this program a success. There is already in place a long record of degree completion, students who have matriculated in the MA in English program with a concentration in TESOL as a graduate certificate. There is no additional space required; no faculty hires will be necessary; there is a strong and long tradition of instruction; there is no down side to this proposed program, only positive outcomes, as far as I can see.

The proposed program--and the outstanding faculty who will serve it--has my full and unreserved support and endorsement.

Sincerely,

Thomas G. Davis

Dean

425 University Boulevard Cavanaugh Hall 441 Indianapolis, IN 46202-5140 U.S.A. (317) 274-8448 fax (317) 278-2525 www.liberalarts.iupui.edu
Indiana University–Purdue University Indianapolis

DEPARTMENT OF
SECOND LANGUAGE STUDIES
INDIANA UNIVERSITY
College of Arts and Sciences
Bloomington

Ulla M. Connor, Ph.D.
Chancellor's Professor of English
425 University Blvd., Cavanaugh 133
Indianapolis, IN 46202

January 25, 2015

Dear Prof. Connor:

The Department of Second Language Studies, Indiana University Bloomington, thanks you and the Department of English at IUPUI for sharing with us the proposed stand-alone MA in TESOL, which is to replace the current MA in English with a TESOL Concentration. The proposal was discussed by the faculty of the Department of Second Language Studies at our scheduled faculty meeting on January 19, 2015.

The faculty was very pleased to see the proposed program of study. It was felt that people in the greater Indianapolis area must now travel to have access the graduate professional credential that an MA in TESOL provides. For the Department of English at IUPUI to provide this professional credential locally is, therefore, in the economic interest of the state. From the point of view of the IU system as a whole, we note that the proposed MA in TESOL at IUPUI does not intellectually replicate our MA in TESOL and Applied Linguistics. The two degree programs have clearly different intellectual foci that reflect the field of study and the complexities of second language development. Our program of study largely builds on research in grammatical theory, typology, psycholinguistics and anthropological approaches. The proposed MA program in TESOL largely builds on research in intercultural communication, discourse analysis, and sociocultural theory. The programs thus offer distinct complementary intellectual concentrations reflective of the many aspects of second language development.

The Department of Second Language Studies, therefore, strongly supports the establishment of a stand-alone MA in TESOL in the IUPUI Department of English.

Sincerely,

L Dekydtspotter

Laurent Dekydtspotter
Professor and Chair, Department of Second Language Studies

Memorial Hall 315 1021 E. Third Street Bloomington, IN 47405-7005 U.S.A. (812) 855-7951 fax (812) 855-5605

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www.LTCLanguageSolutions.com

February 3, 2016

Ulla M. Connor, Ph.D.
Chancellor's Professor of English
425 University Blvd., Cavanaugh 133
Indianapolis, IN 46202

Re: Letter of Support for IUPUI M.A. in TESOL

Dear Prof. Connor:

LTC Language Solutions would like to extend their support for the M.A. program for TESOL at the Indianapolis Campus. As an employer in the State of Indiana, we believe that implementation of the Master's degree for TESOL will provide more qualified and trained teachers for LTC to hire. This is a growing need in the Indianapolis community and having the M.A. will help us to keep pace with the increased demand for these teachers.

Please don't hesitate to let me know if I can be of further assistance.

Sincerely,

LTC Language Solutions

Martin George
CEO

MG:dk

IUPUI

DEPARTMENT OF ENGLISH

SCHOOL OF LIBERAL ARTS
Indiana University
Indianapolis

February 4, 2016

LETTER OF SUPPORT FOR THE M.A. IN TESOL PROPOSAL

As Director of Graduate Studies in the Department of English, I would like to add my voice in support of this well-developed proposal for an M.A. degree program in Teaching English to Speakers of Other Languages. This degree program will respond to recent demographic changes in our state and will meet the profound need for those who teach adult non-native speakers of English to understand theories of language acquisition and development as well as the practical applications of them in settings here and abroad.

This M.A. program would build on our graduate TESOL Certificate in place since 2002. We imagine that it will attract students from the Indianapolis area, as well as U.S. and international graduate students, because of its strong faculty whose curricular specialties include second language research and teaching, materials preparation and design, and the use of technology in second-language instruction. An advantage is that the Certificate and the degree program will be "stackable"—that is a student can complete the Certificate and then the M.A. with the addition of five more elective classes (15 credits).

Graduates of the program would likely pursue a range of careers—as teachers of English both in-country and abroad, policy makers, curriculum designers, editors, tutors, government employees, and those who work in language-related non-profits, community centers, and non-governmental organizations.

All in all, the curriculum proposed here strikes me as extremely well-sequenced and integrated, and I give it my highest endorsement.

Sincerely,

Karen Kovacik

Karen Kovacik
Director of Graduate Studies
and Professor of English

Cavanaugh Hall 502L 425 University Boulevard Indianapolis, IN 46202-5140 (317) 274-2258 *fax* (317) 278-1287

IUPUI
OFFICE OF
INTERNATIONAL AFFAIRS
INDIANA UNIVERSITY–PURDUE UNIVERSITY
INDIANAPOLIS

31 January 2016

To: Ulla M. Connor, Ph.D.
Chancellor's Professor of English
Department of English, School of Liberal Arts
Indiana University-Purdue University Indianapolis

From: Gil Latz, Ph.D.
Associate Vice Chancellor for International Affairs
Professor of Geography and Philanthropic Studies
Indiana University-Purdue University Indianapolis

Associate Vice President for International Affairs
Office of the Vice President for International Affairs
Indiana University

Re: Program Proposal: M.A. in TESOL, IUPUI School of Liberal Arts

It has come to my attention that Dr. Ulla Connor now seeks approval, on behalf of the English Department in the IUPUI School of Liberal Arts, to establish an M.A. in Teaching English as a Second Language (TESOL). I am delighted to support the proposal.

The MA in TESOL proposal addresses the global learning objectives that have distinguished IUPUI both historically and in terms of the importance the campus now places on internationalization as one of the ten priorities found in its strategic plan, *Our Commitment to Indiana and Beyond*, http://strategicplan.iupui.edu/.

As noted in the strategic plan, IUPUI embraces an approach to campus internationalization that is realized in part through a strategy of international student recruitment as a central driver of our efforts. This strategy is advanced by a core team of directors who staff the IUPUI Office of International Affairs, including those for study abroad, international affiliations, faculty development, curriculum internationalization and international student services. Dr. Connor is a key partner in our efforts, indeed, her teamwork, leadership, creative thinking, and flexible adaptation to the dynamic expectations associated with the work of identifying talented students and international faculty colleagues have contributed uniquely to IUPUI's reputation for international education. Examples of the past accomplishments that have benefitted from Dr. Connors' support include:

902 W. New York Street, ES 2126 Indianapolis, IN 46202-5197 (317) 274-7000 fax (317) 278-2213 oia@iupui.edu http://international.iupui.edu
Indiana University–Purdue University Indianapolis

- IUPUI receipt of the prestigious Heiskell International Education Award for international partnerships in 2009, for institutional activity that emphasize transformation over transaction, collaboration over exchange; and
- IUPUI recognition by NAFSA of the Simon Award for Comprehensive Internationalization in 2011, for capitalizing on strong international exchange partnerships to create a campus-wide strategic partnership model.

In my view, the proposed MA in TESOL further contributes to IUPUI's global reputation by expanding the campus' ability to realize its international education mission through innovative program development to 'successfully teach English to speakers of other languages', as outlined thoughtfully in the program rationale. There is no higher priority for Office of International Affairs at the present time than in support of the global leadership capacity of our faculty and students; the proposed MA in TESOL contributes directly towards realization of that goal.

I support approval of the proposed MA in TESOL in the strongest possible terms and without reservation. If you have any additional questions, please do not hesitate to contact me: my email is glatz@iupui.edu and my direct line is: 317 278 1265.

Gil Latz

SCHOOL OF LIBERAL ARTS
INDIANA UNIVERSITY
Department of English
IUPUI

LETTER OF SUPPORT FOR MA TESOL PROPOSAL

February 2, 2016

I'm writing in enthusiastic support of the proposed MA TESOL (Teaching English to Speakers of Other Languages) program. I have reviewed every aspect of the proposal, including the curriculum and the course descriptions, and I consider it to be one of the most careful and thoughtful proposals of this kind I have ever seen.

There's no question in my mind that this new program will be a huge success. It will offer prospective TESOL professionals in Indianapolis and the state of Indiana access to practical, sophisticated, theoretically sound professional development. It will increase enrollments in the School of Liberal Arts at a crucial time in our school's history. It will help the school and the campus realize important goals in the area of internationalization. Finally, it will mesh well with the school's new Program in Intensive English (PIE) and our existing English for Academic Purposes (EAP) program, creating a wonderful synergy whereby graduate students training in the MA TESOL program will be able to teach in the PIE, and students who have completed the requirements of the PIE will be able to transition to courses in EAP. Needless to say, all of this is in the long-range interests of the department, the school, and the campus as a whole.

The faculty authors of this proposal are among the most distinguished in the English department and the School of Liberal Arts. I want to congratulate and thank them for the wonderful work they have done in proposing this important addition to our curriculum.

Sincerely yours,

Robert Rebein

Robert Rebein
Professor and Chair

Cavanaugh Hall 502L 425 University Boulevard Indianapolis, IN 46202-5140 (317) 274-2258 fax (317) 278-1287
Indiana University–Purdue University Indianapolis

INDIANA UNIVERSITY
SCHOOL OF EDUCATION
IUPUI

Ulla M. Connor, Ph.D.
Chancellor's Professor of English
425 University Blvd., Cavanaugh 133
Indianapolis, IN 46202

February 2, 2016

Dear. Professor Connor:

As an English as a Second Language Teacher Education faculty member in the IUPUI School of Education, I am pleased to confirm my support for the Department of English moving forward with a stand-alone Masters in Teaching English to Speakers of Other Languages (TESOL). I understand this new master's degree would replace the master's in English with a TESOL concentration.

From my nine years in Indianapolis, I believe a MA in TESOL focused on adult education has been a missing link in our course offerings. The population of immigrant and international adults is growing regionally, yet access to quality adult education programs has been extremely limited. There is great interest among international students to earn a master's degree like this in the United States. There is also an ongoing need for well-prepared teachers for regional and national adult education programs. I believe the MA in TESOL holds promise for attracting to IUPUI a growing number of high quality master's degree students. There is no overlap between your MA TESOL focused on adult education and the School of Education's MA in Language Education focused on K-12 students and their teachers.

I fully support your pursuit of a stand-alone MA in TESOL.

Sincerely,

Annela Teemant

Annela Teemant
Associate Professor
Second Language Education

Appendix 6: Faculty

JULIE BELZ (Ph.D., University of California at Berkeley) is an Associate Professor of English and Applied Linguistics, Adjunct Associate Professor of World Languages and Cultures, and the current director of the TESOL Graduate Certificate Program at IUPUI. She is the 2009 recipient of the international Paul Pimsleur Award for Best Research in Foreign Language Education given by the American Council on the Teaching of Foreign Languages. She is a former project director at the Center for Advanced Language Proficiency and Education Research, a federally-funded National Language Resource Center, former Language Program Director at the University of Arizona, and a founding member of the Department of Applied Linguistics and the Ph.D. Program in Applied Linguistics at Penn State. She has lectured widely and published numerous (award-winning) articles in top-tier scholarly journals in the areas of language learning and technology, second language acquisition, pragmatics, learner identity, applied linguistics, learner corpora, and multilingual writing. At IUPUI, she regularly has taught Second Language Development (ENG-Z 520), Basic Principles and Practices of Second Language Teaching, which would change its title to Principles and Practices of Second Language Teaching Methods (ENG-Z 523), English Language Teaching Practicum (ENG-Z 545), and Second Language Learning and Technology (ENG-Z 575). These courses are four of the required, core courses in the proposed M.A. in TESOL degree.

ULLA CONNOR (Ph.D., University of Wisconsin) is the Chancellor's Professor of English, Barbara E. and Karl R. Zimmer Chair in Intercultural Communication, and Director of the International Center for Intercultural Communication, a research and language teaching unit of the IU School of Liberal Arts at IUPUI. She is the founding director of the English for Academic Purposes (EAP) program at IUPUI. She chaired the graduate committee of the English department which developed and implemented the M.A. in English program in the early 1990s. She has published widely in intercultural communication, second language writing, intercultural rhetoric, health communication, philanthropic discourse, and English for Specific Purposes. She has held visiting professorships in Japan, Sweden, Finland, and Spain. Among her honors is membership in Finland's academy of sciences "Societas Fennica Scientiarum." She developed the majority of the courses that currently exist in the M.A. in English with TESOL specialization. She continues to teach ENG-541 English for Specific Purposes and Materials Development, ENG-Z 600 Seminar in TESOL, and ENG-G 625 Discourse Analysis and Intro to Research. She supervises graduate internships, practicums, and thesis writing.

FRED DICAMILLA (Ph.D., University of Delaware) is an Associate Professor of English; Director of the linguistics undergraduate program, and a Graduate Advisor in the English Department at IUPUI. His areas of expertise include general linguistics, socio-cultural theory, and linguistic semantics. He has regularly taught Introduction to Linguistics, which would change its title to Introduction to the English Language (ENG-Z 500). This is a core course in the proposed M.A. in TESOL.

ESTELA ENE (Ph.D., University of Arizona) is an Associate Professor of English and Director of the English for Academic Purposes (EAP) Program at IUPUI, a university-wide service unit that provides instruction in English for approximately 1,000 international students annually. The EAP Program currently serves as a practicum site for TESOL Graduate Certificate students and

will serve as a practicum site for students in the proposed M.A. in TESOL Program. Professor Ene's expertise lies in the areas of English for Academic Purposes, second language (L2) writing, corpus linguistics, second language acquisition and teaching, teacher education and program administration, and computer-assisted language learning. At IUPUI, she has taught the required course on Basic Principles and Practices of Second Language Teaching (ENG-Z 523), the English Language Teaching Practicum (ENG-Z 545), and a graduate course in Second Language Writing (ENG-Z 570) which would be an elective in the M.A. in TESOL program, as well as individual readings courses.

DANIEL RUECKERT (Ph.D., Indiana State University) is a Clinical Assistant Professor in the IU School of Liberal Arts at IUPUI and Associate Director of the International Center for Intercultural Communication. Before working at IUPUI, Dr. Rueckert worked as a TESOL professor at Oklahoma City University for seven years, where he taught courses in Assessment, Curriculum Development, L2 Methodology, Pedagogical Technology and Reading. During his time in Oklahoma, he served as M.A. in TESOL program director and as president of Oklahoma TESOL. His scholarship centers on technology and language learning, assessment and curriculum development. He is a certified secondary education teacher and has endorsements to teach Spanish and English as a Second Language. He has worked in the Language Education field for 15 years. He now works full time as the Associate Director for International Center for Intercultural Communication (ICIC), planning and teaching English classes for international and local students while assisting with medical research projects. Based upon his expertise within the field, as well former academic experience, Dr. Rueckert would be qualified to teach a number of proposed courses for the M.A. in TESOL degree, whether required or elective courses.

SUSAN SHEPHERD (Ph.D., Stanford University) is an Associate Professor of Linguistics in the English Department at IUPUI. She regularly teaches the core course in the proposed M.A. in TESOL Introduction to the English Language (ENG-G 500). Additionally, she regularly teaches Sociolinguistics (ENG-Z 652), a popular elective in the current TESOL Graduate Certificate. Her areas of expertise are in sociolinguistics, language and oppression, pidgins and creoles, first language acquisition, and language and gender.

THOMAS UPTON (Ph.D., University of Minnesota) is the Associate Dean for Faculty Affairs in the IU School of Liberal Arts at IUPUI, Director of the Program for Intensive English (PIE), Professor of English in the English Department at IUPUI, Adjunct Professor of Language Education in the IU School of Education at IUPUI, and former Director of both the English for Academic Purposes Program and the TESOL Graduate Certificate at IUPUI. He has lectured widely and published numerous articles and books in the areas of English as a Second Language, English for Academic Purposes, teacher education, corpus linguistics, second language reading, and discourse analysis. At IUPUI, he has regularly taught Second Language Development (ENG-Z 520), Basic Principles and Practices of Second Language Teaching (ENG-Z 523), English Language Teaching Practicum (ENG-Z 545), and Materials Development in English for Specific Purposes (ENG-Z 541). These courses are four of the required, core courses in the proposed M.A. in TESOL degree.

Appendix 7: Facilities

Not applicable (N/A)

Appendix 8: Other Capital Costs

Not applicable (N/A)

Appendix 9: Articulation of Associate/Baccalaureate Programs

Not applicable (N/A)

Appendix 10: Admission Requirements, Summary of New Curses, and Credit Hours Required/Time to Completion

Admission Criteria: Introduction

The M.A. in TESOL program is a 31-credit hour program consisting of 16 credit hours of required courses and at least five elective courses with at least 15 credit hours. Either an internship or a thesis option must be selected, too. Electives would count towards either of these two options. Graduation requires a B average (3.0 G.P.A.).

The criteria for admission to the M.A. in TESOL program are practically the same as the criteria for admission to the M.A. in English program. The only minor difference between the criteria is related to the personal statement and instructions for the second and third paragraphs. Whereas the M.A. in English requires applicants to discuss their interests in a variety of English studies areas, the M.A. in TESOL requires applicants to specifically explain their interests in and motivations for studying TESOL.

Admission Criteria: Details

- Applicants should have a bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, documented by an official transcript. Applicants are expected to have been English majors, but admission also is considered for those who otherwise demonstrate the competency necessary for successful graduate work in English and TESOL.

- The Graduate Record Examination (GRE) General Test, normally with a minimum score of 500 in either the verbal or the quantitative section and 4.0 in analytical writing. Applicants are encouraged to take the examination by December of the year before admission.

- Three letters of recommendation.

- Personal Statement (500-750 words). *Directions to the applicant*: As part of your graduate application, you will be asked to upload a personal statement. Please use the following outline in writing your statement, being careful to answer all questions fully, providing examples and evidence where necessary. This statement will be read both for its content and as a sample of your writing ability, so be sure to spend an appropriate amount of time planning, writing, and revising it.

    - Paragraph 1: Reasons for Applying to Our Program. Describe your reasons for applying to graduate school in general and our program in particular. What aspects of our program do you see as being a good fit for you and your objectives?

    - Paragraph 2: Education and Other Qualifications. What has prepared you to do graduate work in TESOL? These qualifications might include academic degrees (B.A. in English or a related field), work-related or teaching experience, study or travel abroad, significant research or writing projects, etc.

    - Paragraph 3: Goals in the Program. Beyond the core coursework of 16 credit hours, is there a specific area(s) of the TESOL program in which you see yourself concentrating? Do you plan to study full or part-time? Do you see yourself writing a thesis, and if so, on what topic?

    - Paragraph 4: Career Objectives. What are your long-range career and/or personal goals, and how do you see your M.A. in TESOL degree helping you to achieve those goals?

      Optional Paragraph 5: Program Opportunities and Funding. Describe any specific opportunities you want to be considered for, including fellowships, assistantships, study abroad opportunities, etc.

Summary of New Courses

Eleven "new courses" are being proposed for the M.A. in TESOL. However, most of the courses are in fact not brand-new for the English Department at IUPUI. In 2009, the department began shifting all of its undergraduate linguistics courses from the ENG-G prefix to the ENG-Z prefix in order to realign, rename, and renumber its courses so that they reflect a more coherent and intuitive concentration. The department is now going through this same process for the graduate-level TESOL (Teaching English to Speakers of Other Languages) courses. Currently, the department is using an assortment of course numbers that include ENG-G, ENG-L, LING-L, and LING-T prefixes, which are drawn from courses created on other Indiana University campuses. Use of such an assortment of courses is confusing. Consequently, the department is renumbering all of the graduate-level TESOL courses, renaming most, and revising the course descriptions of some. Some proposed courses are completely brand-new, too. In addition, current ENG and LING-prefixed courses vary in credit, with most ENG-prefixed courses being three credits and most LING-prefixed course being four credits. Revisions to the courses will make all ENG-Z prefixed courses three credits (although one course will allow variable credit). The table below reflects how the new ENG-Z prefixed

courses correspond with current ENG-G, LING-L, and LING-T prefixed courses. All of these courses can be used by the proposed M.A. in TESOL, the soon-to-be proposed TESOL Certificate, and the current M.A. in English to meet program requirements.

Note: While some of the new courses exhibit some overlap with courses offered through the Indiana University-Bloomington Department of Second Language Studies (SLST), the English Department at IUPUI does not offer any SLST courses. A letter of support from the chair of SLST, Laurent Dekydtspotter, is included with this proposal.

New IUPUI Course #	New Course Title	"Overlapping" Course # & Title	Comments
ENG-Z 520	Second Language Development	LING-L532 Second Language Acquisition SLST-S 532 Second Language Acquisition	LING-L 532 taught at IUPUI SLST-S 532 taught at IUB
ENG-Z 523	TESOL Methods	LING-L 534 Linguistic Resources and TESOL SLST-S 534 Methods in Teaching ESL/EFL	LING-L534 taught at IUPUI SLST-S 534 taught at IUB
ENG-Z 536	Pedagogical Grammar	None: Taught once as an ENG-L 695 Topics in English course	No overlapping or equivalent course in IU
ENG-Z 541	ESP and Materials Development	ENG-G 541 Materials Preparation for ESL	ENG-G 541 taught at IUPUI
ENG-Z 545	TESOL Practicum	LING-L 535 TESOL Practicum SLST-T 535 TESOL Practicum	LING-L 535 taught at IUPUI SLST-T 535 taught at IUB
ENG-Z 570	Second Language Writing	Taught several times as ENG-W 600 Topics in Composition course SLST-T 538 Reading & Writing	ENG-Z 570 has minimal overlap with SLST-T 538. Mostly a new course with pedagogical focus.
ENG-Z 575	Second Language Learning & Technology	Taught once as LING-T 600 Topics in TESOL & Applied Linguistics SLST-T 556 Language Learning and Technology	ENG-Z 575 is more pedagogical in focus while SLST-T 556 is more theory-focused.
ENG-Z 598	TESOL Internship	None: Taught several times as LING-T 600 Topics in TESOL & Applied Linguistics	No overlapping or equivalent course in IU
ENG-Z 600	Seminar in TESOL	SLST-T 500 Topics in TESOL/Applied Linguistics	SLST courses are not offered at IUPUI.
ENG-Z 690	Advanced Readings in TESOL	LING T 690 Advanced Readings in TESOL & Applied Linguistics SLST-T 690 Advanced Readings in TESOL & Applied Linguistics	LING- T 690 taught at IUPUI SLST-T 690 taught at IUB
ENG-Z 699	MA Thesis-TESOL	ENG-L 699 MA Thesis	ENG-Z 699 is 3 credits and only for M.A. in TESOL ENG-L 699 is 4 credits and only of M.A. in English

Degree plan

The following table summarizes the course of study for the IUPUI M.A. in TESOL degree, which includes academic tracks that pertain to both full-time and part-time students, as well as the two degree options of either a thesis or an internship.

Semester	Track 1 – Full-time w/ Thesis	Track 2 – Full-time w/ Internship	Track 3 – Part-time w/ Thesis	Track 4 – Part-time w/ Internship
Semester 1 (Fall)	G500 (4 cr) Z520 (3 cr) Elective 1 (3 cr) *Total Credits: 10*	G500 (4 cr) Z520 (3 cr) Elective 1 (3 cr) *Total Credits: 10*	G500 (4 cr) Z520 (3 cr) *Total Credits: 7*	G500 (4 cr) Z520 (3 cr) *Total Credits: 7*
Semester 2 (Spring)	Z523 (3 cr) Z545 (3 cr) Elective 2 (3 cr) *Total Credits: 9*	Z523 (3 cr) Z545 (3 cr) Elective 2 (3 cr) *Total Credits: 9*	Z523 (3 cr) Elective 1 (3 cr) *Total Credits: 6*	Z523 (3 cr) Elective 1 (3 cr) *Total Credits: 6*
[Summer]*	[\Option: Elective (3 cr)]	[Option: Elective (3 cr)]		
Semester 3 (Fall)	Z541 (3 cr) Z690 (3 cr) Elective 3 (3 cr) *Total Credits: 9*	Z541 (3 cr) Elective 3 (3 cr) Elective 4 (3 cr) *Total Credits: 9*	Z541 (3 cr) Z545 (3 cr) *Total Credits: 6*	Z541 (3 cr) Z545 (3 cr) *Total Credits: 6*
Semester 4 Spring)	Z699 (3 cr) *Total Credits: 3*	Z598 (3 cr) *Total Credits: 3*	Z690 (3 cr) Z699 (3 cr) *Total Credits: 6*	Elective 2 (3 cr) Elective 3 (3 cr) *Total Credits: 6*
[Summer]*	NA	NA	[Option: Elective (3 cr)]	[Option: Elective (3 cr)]
Semester 5	NA	NA	Elective 2 (3 cr) *Total Credits: 3*	Elective 4 (3 cr) *Total Credits: 3*
Semester 6	NA	NA	Z699 (3 cr) *Total Credits: 3*	Z598 (3 cr) *Total Credits: 3*

*If full-time students take at least one elective course during the summer, they can complete the M.A. in TESOL in three semesters instead of four. If part-time students take at least one elective course during the summer, they can complete the M.A. in TESOL at least one semester sooner.

Sample Elective (E:#) Course Schedule by Cohorts

Semester	Track 2 Cohort 1	Track 2 Cohort 2	Track 2 Cohort 3	Track 2 Cohort 4
Fall 2017	**G500** **Z520** **E: Z570**			
Spring 2018	**Z523** **Z545** **E: Z536**			
[Summer]	Opt: Elective			
Fall 2018	**Z541** **E: W500** **E: Z575**	**G500** **Z520** **E: Z575**		
Spring 2019	**Z598**	**Z523** **Z545** **E: Z600**		
[Summer]		Opt: Elective		
Fall 2019		**Z541** **E: G652** **E: Z570**	**G500** **Z520** **E: Z570**	
Spring 2020		Z598	**Z523** **Z545** **E: Z536**	
[Summer]			Opt: Elective	
Fall 2020			**Z541** **E: W500** **E: Z575**	**G500** **Z520** **E: Z575**
Spring 2021			Z598	**Z523** **Z545** **E: Z600**
[Summer]				Opt: Elective
Fall 2021				**Z541** **E: G652** **E: Z570**
Spring 2022				Z598

Appendix 11: Exceeding the Standard Expectation of Credit

Not applicable (N/A)