



COMMITTEE ON ACADEMIC PLANNING AND REVIEW

15-16 CAPR 11
Tuesday, March 08, 2016

TO: The Academic Senate
FROM: The Committee on Academic Planning and Review (CAPR)
SUBJECT: 15-16 CAPR 11: Approval of Option Elevation for Master's of Arts in Teaching English to Speakers of Other Languages (TESOL)
PURPOSE: Action by the Senate
ACTION REQUESTED: That the Academic Senate approve the elevation of the M.A. in English TESOL Option to the M.A. in TESOL degree program for Fall 2018.

BACKGROUND INFORMATION:

The M.A. in English, Option in TESOL currently shares no curriculum requirements with the M.A. in English (no option) program. This is inconsistent with CSU policy that "each approved degree title is to be associated with only one set of curricular requirements. Requirements in addition to the core curriculum may be achieved through use of subprogram...The program course shall represent the majority of required units so that the programs' student learning outcomes can be achieved by all enrolled students, regardless of subprogram pursued." (CSU Program Planning Resource Guide, p. 161-162) The M.A. English TESOL Option, in its semester conversion, is requesting that this option be elevated to a full degree program. It has submitted the attached implementation proposal, in accordance with CSU guidelines (p. 163.) This request requires system-level review and approval, so it will be submitted once it has received final Senate.

CAPR passed this request at their meeting on 4/21/16.

Implementation Proposal to Elevate an Option to a Degree Program

California State University East Bay

Department of English

Program Elevation: **MA in English/TESOL Option to MA in Teaching English to Speakers of Other Languages (TESOL)** [CIP for TESOL=15081]

1. Rationale for Elevation from an Option to a Degree Program

The MA English and MA English/TESOL option have functioned as two distinct programs since the creation of the TESOL option. When it was first created, the TESOL option shared program learning outcomes and one course with the MA English program. In 2012, the MA English/TESOL option developed new program learning outcomes, further distinguishing this program from the MA English. The unit requirements, capstone requirements, and the majority of instructional faculty in each program are also distinct. A side-by-side analysis of the programs is provided in (2) below.

MA TESOL programs offered by other CSU campuses are typically distinct from MA English programs, as shown in the chart below. Nine of the 11 MA TESOL programs listed below are distinct degrees. Only two of the 11 TESOL programs are options within an English MA program. The reason these programs are typically distinct is that MA English programs tend to focus on literature, creative writing, and rhetoric/composition studies and MA TESOL programs tend to focus on the linguistic, cultural, and pedagogical considerations in teaching English to speakers of other languages.

| CSU campus | MA English | MA TESOL |
|-----------------------------|-------------------------------|---|
| San Jose State University | Offered by English department | Offered by linguistics and language development department |
| Sacramento State University | Offered by English department | Offered by English department/separate degree program from MA English |
| Sonoma State University | Offered by English department | Offered by education department |
| CSU Fresno | Offered by English department | Offered by linguistics department as option of the MA in linguistics |
| CSU Fullerton | Offered by English department | Offered by modern language department |
| CSU Northridge | Offered by English department | Offered by linguistics department |
| CSU Los Angeles | Offered by English department | Offered by English department/separate degree program from MA English |
| CSU Long Beach | Offered by English department | Offered by linguistics department |
| San Diego State University | Offered by English department | Offered by linguistics and Asian/Middle Eastern |

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| | | languages department |
| San Francisco State University | Offered by English department (multiple options) | Offered by English department (one option in MA English program) |
| CSU Stanislaus | Offered by English department (multiple options) | Offered by English department (one option in MA English program) |

2. Side-by-Side Analysis of MA in English and MA TESOL

As mentioned in (1) above, there is currently very little overlap between the MA English and the MA English/TESOL option programs. The specific areas of overlap are (1) one shared class, English 6750, Theory and Practice of Composition (required in TESOL, elective credit in English MA) and (2) TESOL classes open to MA English students for elective credit. Besides these two minor areas of overlap, the two MA programs are completely distinct with different program learning outcomes, unit/course requirements, and capstone experiences.

CSUEB is undergoing quarter-to-semester conversion from 2015-2018 and will be a semester campus starting in fall 2018. The programs are expected to remain distinct after semester conversion.

The side-by-side analysis below shows both the current quarter and expected semester programs.

Quarter System Comparison of MA English/TESOL option and MA English

| MA English/TESOL Option | MA English |
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| <u>program learning outcomes</u> 1. Communicate effectively in the profession both orally and in writing; 2. Apply information literacy principles in their work as TESOL professionals; 3. Integrate principles of diversity and inclusiveness in their classrooms; 4. Draw on knowledge of language ability to shape their instructional choices; 5. Use pedagogical content knowledge appropriate for a particular group of language learners; 6. Select life-long learning strategies to stay current in the profession. | <u>program learning outcomes</u> 1. analyze and interpret various kinds of texts in clear and cogent prose; 2. discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning); 3. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis. 4. demonstrate the ability to learn independently |
| <u>total unit requirement</u> 45 | <u>total unit requirement</u> 48 |
| <u>required courses</u> ENGL 6501 Theory and Practice of Teaching ESL I (4) ENGL 6502 Theory and Practice of Teaching ESL II (4) | <u>required courses</u> English 6001 Introduction to Graduate Studies (4) 1 course in American literature (4) 1 course in British literature (4) 1 literature course before 1900 (4) |

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| <p>ENGL 6503 Second-Language Acquisition (4)</p> <p>ENGL 6504 Morphology and Lexical Semantics (4)</p> <p>ENGL 6506 Sociolinguistics (4)</p> <p>ENGL 6507 Testing and Evaluation for Teaching ESL (4)</p> <p>ENGL 6508 Supervised Tutoring/Teaching (taken twice) (4,4) or ENGL 6508 Supervised Tutoring/Teaching (4) AND ENGL 6510 Pedagogical Grammar (4)</p> <p>ENGL 6509 Computer Assisted Language Learning and Teaching (4)</p> <p>ENGL 6750 Theory and Practice of Composition (4)</p> <p>ENGL 6909 Departmental Thesis (5)</p> | <p>3 6000-level English courses (literature, creative writing, composition, or linguistics) (12)</p> <p>4 additional literature courses (4000- and/or 6000-level) (16)</p> <p>Capstone units (4)</p> |
| <p><u>additional graduation requirements</u> University Writing Skills Requirement</p> | <p><u>additional graduation requirements</u> University Writing Skills Requirement foreign language</p> |
| <p><u>capstone experience</u> Departmental thesis Guidelines available here.</p> | <p><u>capstone experience</u> 2 exit exams OR 1 exit exam and university thesis</p> |

Semester System Comparison of MA English/TESOL option and MA English (expected programs starting in fall 2018)

| MA English/TESOL Option | MA English |
|--|--|
| <p><u>program learning outcomes</u></p> <ol style="list-style-type: none"> 1. Communicate effectively in the profession both orally and in writing; 2. Apply information literacy principles in their work as TESOL professionals; 3. Integrate principles of diversity and inclusiveness in their classrooms; 4. Draw on knowledge of language ability to shape their instructional choices; 5. Use pedagogical content knowledge appropriate for a particular group of language learners; 6. Select life-long learning strategies to stay current in the profession. | <p><u>program learning outcomes</u></p> <ol style="list-style-type: none"> 1. analyze and interpret various kinds of texts in clear and cogent prose; 2. discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning); 3. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis. 4. demonstrate the ability to learn independently |

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| <u>total unit requirement</u> 30 | <u>total unit requirement</u> 32 |
| <u>required courses</u> ENGL 651 Theory and Practice of Teaching Oral Skills (4) ENGL 652 Phonology, Morphology, and Lexical Semantics (4) ENGL 653 Theory and Practice of Teaching Reading (2) ENGL 654 Supervised Teaching/Tutoring (2) ENGL 660 Theory and Practice of Composition (4) ENGL 655 Multilingualism and Second Language Acquisition (4) ENGL 656 Pedagogical Grammar (4) ENGL 657 Curriculum Design and Assessment in ESOL (4) ENGL 699 Departmental Thesis (2) | <u>required courses</u> Students must complete, with a grade point average of 3.0 or better, 32 semester-units of credit approved by a graduate adviser. At least 16 of these units must be in 600-level courses (excluding 690 and 691) and must include English 600 (4 units) and an additional three 600-level courses in literature, creative writing, composition studies, or linguistics; and an additional three 600-level literature courses (12 units) in American and British literature (one must be before 1900.) The remaining 4 units may include English 691, University Thesis (a maximum of 4 thesis units may be counted for the degree); English 690 or 490, Independent Study (a maximum of 4 independent study units may be counted for the degree); and 400-level and/or 600-level course elective. |
| <u>additional graduation requirements</u> University Writing Skills Requirement | <u>additional graduation requirements</u> University Writing Skills Requirement foreign language |
| <u>capstone experience</u> Departmental thesis Guidelines available here . | <u>capstone experience</u> 2 exit exams OR 1 exit exam and university thesis |

3. Campus Commitment to MA TESOL Degree Program

Since the MA English and the MA English/TESOL option programs have functioned as separate programs except in name and since unit values will remain equivalent when each is converted to a semester program, no additional funding is needed to elevate the MA English/TESOL option program to a full degree program. This change is supported by Academic Programs and Graduate Studies as well as by the College of Letters, Arts, and Social Sciences.