TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (GRADES P-12) MASTERS/RANK II TESOL ENDORSEMENT

PROGRAM SUBMISSION
SEPTEMBER 2015

Executive Summary

Theme of the Unit

The TESOL program supports the College of Education's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which students integrate course experiences with Kentucky performance standards, College of Education Disposition and the candidates' own experiences, values, and beliefs about education. At the program's beginning, students are asked to reflect upon their own values and beliefs about education and seek integration of those with the COE Dispositions through assignments such as philosophy statements, growth plans, field work and other reflective assignments. This process continues as students develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky performance standards. Throughout, program course work is designed to require planning, instruction, assessing and reflecting at increasing levels of expertise. As program policy, students follow curriculum guide sheets and confer with advisors to help them to monitor their own progress and prepare them for the continuous self-assessment required of professional educators.

Unique Features

The TESOL program, while housed in the College of Humanities and Fine Arts, works closely with the COE to ensure that students are prepared for their future in the classroom. Since many of our students will never teach in American schools, the TESOL professors strike a balance in introducing students to the practices and policies of U.S. and Kentucky school systems and the world of language teaching at large. All of the professors in the TESOL program have a background in education: three were practicing classroom teachers and one holds a degree in curriculum design of TESOL. On the whole, our program is one of the most diverse programs at Murray State University, and as such, we have become quite expert at training pre-service teachers, in-service teachers, and campus colleagues how to address diversity issues within their classrooms.

The TESOL Program offers both its MA degree and its ESL Certificate Endorsement both online and on campus. Because of this flexibility, this program enrolls candidates not only across the state, but also across the globe. Currently, candidates living in South Korea and Vietnam are enrolled in the MA TESOL Program, and candidates across the state of Kentucky and abroad are enrolled in the ESL Certificate Endorsement program. With the growing nonnative English speaker population growing across the United States, the field of TESOL is a critical need area in public schools, post-secondary schools, and adult education programs. The MSU TESOL program offers candidates the opportunity to focus their coursework at the instructional level of interest to them.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual

publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges.* Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The three existing departments were joined by the Department of Community Leadership and Human Services and the Center for Communication Disorders. Please reference the COEHS organizational flowchart at http://coekate.murraystate.edu/ncate/st/general.htm.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Admission and Exit Requirements
Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards and specialized standards associated with their program's focus. Checkpoints provide data to facilitate faculty's efforts to make recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to a graduate teacher education program, candidates must meet these requirements:
- Hold a baccalaureate degree from a regionally accredited college or university.
- Have a valid teaching certificate.
- Submit official transcripts of all previous college credit to Graduate Admissions.
- Submit a formal application to enroll in a Murray State University graduate program.
- To qualify for unconditional admission, candidates must have an appropriate undergraduate degree and an overall undergraduate GPA ≥ 3.0.
- Candidates must have a GPA ≥ 2.50 and meet additional program requirements to gain conditional admission to MSU graduate school. They must earn a GPA ≥ 3.0 during the first nine hours of graduate course work and address any additional missing requirements (e.g. letter of eligibility).
- Receive departmental approval to gain entry to the graduate teacher education program.

To continue in the graduate teacher education program, candidates must meet these requirements:
- Within the first semester of course work, consult with an academic advisor to complete a planned program of study detailing required course work toward completion of the degree. This form must be approved by the academic advisor and collegiate coordinator of graduate programs and filed in Teacher Education services.

- With the department's and adviser's approval, candidates may transfer up to 12 semester hours of relevant graduate credit from a regionally accredited institution. The grade in each transfer course must be a B or better.
- Maintain enrollment at Murray State University.
- Submit additional documentation identified as part of conditional admission.
- Maintain a GPA $\geq$ 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.

To exit the graduate teacher education program, candidates must meet these requirements:
- Complete course work delineated on the planned program of study.
- Submit course substitutions as approved by an academic advisor.
- Finish course work within eight calendar years from the beginning of the very first course leading to the graduate degree.
- Maintain a GPA $\geq$ 3.0 in all graduate course work.
- Earn a C or higher grade in every graduate course.
- File a formal application to graduate from Murray State University.

In order to be admitted to the MA TESOL program, a student must comply with Murray State University's general admission requirements. Additional requirements for unconditional admission include the following:

- An undergraduate major in English or a modern foreign language, or approval by the TESOL Advisory Committee.
- At least 12 semester hours in one modern foreign language, or demonstrated proficiency at that level (permission may be granted to complete this proficiency during the program; for non-native speakers, the second language may be English).
- For non-native speakers of English, a TOEFL score of 20 for each section of the iBT™, an IELTS score of 6.5 with no band lower than 6.0, or a previous degree earned from an accredited U.S. institution, or successful completion of Level 6 of the MSU ESL program.
- Students who have a minimum of 18 for each section of the iBT™ or an IELTS score of 6.0 with no band below 5.5, but who meet all other conditions, may be admitted conditionally by the TESOL advisory committee. Under these conditions, students will have their English language skills assessed by the director of the TESOL program immediately after they arrive on campus to determine if further classes are needed to develop English language proficiency. After assessment the students may be assigned to full-time language study in the English as a Second Language Program, or permitted to take graduate-level classes on a conditional basis along with further designated language study, or permitted to begin graduate study without further restrictions.

For admission into the ESL Certificate Endorsement program, students must either currently hold a teaching certificate or must be currently earning a certificate to teach elementary, middle, or secondary school.

<h1 style="text-align:center">Conceptual Framework</h1>

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

<h2 style="text-align:center">Continuous Assessment</h2>

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at http://coehsnet.murraystate.edu/program_submissions/.

<h2 style="text-align:center">Program Experiences</h2>

A. Courses and Experiences

The TESOL Program offers two program tracks: the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) and the English as a Second Language (ESL) Certificate Endorsement. Currently, we have approximately 115 students enrolled in the two programs combined. For the MA TESOL, we have students from all over the world who enroll in the program, including some Kentucky certified teachers, who wish to fulfill their Rank II requirement. For the ESL Certificate Endorsement, we have teachers certified in the state of Kentucky who wish to add to their current teaching certificate. In addition, we have some pre-service teachers who want to add ESL to their certificate before they begin teaching. Also, we often have teachers from other states who enroll to fulfill their own state requirements for an ESL Certificate Endorsement.

Code of Ethics

Graduate candidates who are seeking additional certification or an area of endorsement hold a valid Kentucky teaching certificate. Once they have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness.* By signing the form, graduates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel.*

Teaching of Writing and Reading Skills

Graduate students that enter this program demonstrated proficiency in reading and writing in their prior course work.

EPSB Themes

The following matrix demonstrates the integration of the Education Professional Standards Board Themes throughout the TESOL program.

EPSB Themes for Masters of Arts/Rank II in TESOL

Course	EPSB THEMES				COEHS Reflective Decision-Maker
	Diversity	Assessment	Literacy	Gap	
TSL 600	E	E	E	E	A
TSL 605	A	E	E	A	A
TSL 609	E	K	K	A	A
TSL 610	E	A	K	K	
TSL 615	E	E	A	A	A
TSL 620	E	A		A	A
TSL 623	E	E	E	E	A
TSL 634	E	K	K	K	E
TSL 653	E	E	E	A	A
TSL 680	E	A			A
TSL 690	E	E	A	E	A
K – Knowledge, A – Application, E – Evaluation					

EPSB Themes for ESL Certificate Endorsement

Course	EPSB THEMES				COEHS Reflective Decision-Maker
	Diversity	Assessment	Literacy	Gap	
ENG 310/618	E	K			
TSL 600	E	E	E	E	A
TSL 609	E	K	K	A	A
TSL 634	E	K	K	K	E
K – Knowledge, A – Application, E – Evaluation					

TESOL Content Course Descriptions

ENG 618 Introduction to Linguistic Science (3). A study of the basic concepts, scope and methodology of the science of language in its historical and descriptive aspects. Not open to the student who has credit for ENG 310. This course is a prerequisite for the MA in TESOL.

TSL 600 Methods and Materials for Teaching ESL/EFL (3). Knowledge derived from the linguistic sciences about the nature of language and how it is learned serves as the basis for the exploration and evaluation of various methods, techniques and approaches to the teaching of English as a second or foreign language.

TSL 605 Teaching ESL/EFL Writing (3). Course will explore writing and the acquisition of writing skills in a second/foreign language with specific attention to methods and techniques for teaching writing to all levels of English language learners. Students will apply this knowledge through extensive writing and analysis of writing in order to improve their expertise and understanding of writing approaches.

TSL 609 Applied Linguistics for Second Language Teaching (3). An overview of the basic concepts, scope, and methodology of the science of language in its historical and descriptive aspects, including topics and issues in current linguistic studies. The primary systems of language, psycholinguistics and comparative phonology are treated in depth. Prerequisite: ENG 310/ENG 618. (Same as ENG/MLA 611)

TSL 610 Applied Linguistics and Professional Practices (3). A specialized application of subareas of linguistics with emphasis on the impact of theories of linguistics on ESL/EFL pedagogy. Topics of focus include issues in research design and methodology, the ethics of teaching, and skills needed to participate as an active ESL/EFL professional. Prerequisite: TSL 609.

TSL 615 Course and Syllabus Design in ESL (3). Building on concepts in TSL 600, the course examines differing viewpoints of the global objectives of language programs and courses. Prerequisite: TSL 600.

TSL 620 Computer Assisted Language Learning (3). An introduction to computer assisted language learning (CALL), an overview of its specialized vocabulary and a review of research regarding its effectiveness.

TSL 623 Testing and Evaluation in Second Language Teaching (3). A review of a number of current methods for classroom/standardized language testing and evaluation. (Same as MLA 623)

TSL 634 Language and Culture (3). A study of the relationship among language, society and the individual's concept of reality. The course examines a variety of ethnographic concepts and findings as they relate to language and language learning in its broadest context. The course will also examine sociolinguistics, the relationship between culture and language, and the implications for second language teaching and the development of intercultural competence. (Same as ENG 634.)

TSL 653 Integrated ESL/EFL Skills Seminar (3). An exploration of advanced methods of teaching ESL integrating all language production and reception skills and linguistic structural knowledge within a content/theme-based pedagogical framework, specifically addressing how grammar is incorporated within a multidimensional model of ESL instruction. Must be taken during the final semester of study in the M.A. in TESOL.

TSL680 Practicum (3). An intensive teaching/learning experience in which participants work in a classroom setting under the supervision of a master teacher. Prerequisite: TSL 600.

TSL 690 Internship (3). A supervised teaching position in an educational institution or industry in the United States or abroad which allows the intern to gain experience over a period of at least four weeks. The employer participates in formal evaluation of the intern's performance. Must be taken during the final semester of study in the M.A. in TESOL.

Modes of Delivery
Instructors use web-based class management systems such as *Canvas* and interactive delivery systems such as *Blackboard Collaborate* to supplement and enhance face-to-face instruction and to deliver all online instruction. In addition, all of the courses for the ESL Certificate Endorsement are offered completely online so that teachers can receive both an ESL Endorsement and a Master's degree without visiting the Murray campus. This flexibility allows Murray State to reach teachers in remote areas of the state. In addition, the MA TESOL program has begun to offer practicum (TSL 680) and internship (TSL 690) opportunities abroad in collaboration with Qingdao Agricultural University in Qingdao, Shandong, China.

B. Specialty Professional Association (SPA) Standards

Students in the ESL Certificate Endorsement program are trained and assessed based on the content standards set by the Teachers of English to Speakers of Other Languages (TESOL) organization in conjunction with the Council for the Accreditation of Educator Preparation (CAEP). The table below delineates the domains and standards defined by TESOL and CAEP and how each course addresses and assesses these standards.

Content Standards - Teachers of English to Speakers of Other Languages (TESOL)

TESOL STANDARD	Courses/Activities/Assessments
Domain 1 – Language. Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.	
1a. Describing Language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	TSL 609 / Discussion, Reading, Critique, Exam TSL 600 / Discussion, Reading, Exam, Materials Dev. TSL 610 / Discussion, Reading, Critique, Exam, Research TSL 615 / Discussion, Reading, Course Design TSL 653 / Discussion, Reading, Materials Dev., Teaching Demonstrations TSL 690 / Reflection, Materials Dev., Practical Teaching
1b. Language Acquisition and Development. Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.	TSL 609 / Discussion, Reading, Critique, Exam TSL 600 / Discussion, Reading, Exam, Materials Dev. TSL 610 / Discussion, Reading, Critique, Presentation, Exam, Research TSL 615 / Discussion, Reading, Course Design TSL 653 / Discussion, Reading, Materials Development, Teaching Demonstrations

Domain 2 – Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.	
2a. Nature and Role of Culture. Candidates know, understand and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.	TSL 634 / Discussion, Reading, Exam, Presentations

2b. Cultural Groups and Identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.	TSL 609 / Discussion, Reading, Critique, Exam
	TSL 634 / Discussion, Reading, Exam, Presentations
	TSL 610/ Discussion, Reading, Critique, Presentation, Exam,
	       Research
	TSL 623 / Discussion, Readings, Test Design, Exam
	TSL 653 / Discussion, Reading, Materials Dev., Teaching
	       Demonstrations

Domain 3 – Planning, Implementing and Managing Instruction. Candidates know, understand and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing. and integrating language skills, and choosing and adapting classroom resources.	

3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand and apply concepts, research, and best practices to plan classroom instruction in a supporting learning environment for ESL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.	TSL 600 / Materials evaluation, Materials development,
	       Teaching Demonstrations
	TSL 615 / Materials evaluation, Materials development, Teaching Demonstrations, Poster Presentations
	TSL 653 / Discussion, Reading, Materials Dev., Teaching
	       Demonstrations
	TSL 690 / Reflection, Materials Dev., Practical Teaching

3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.	TSL 600 / Materials evaluation, Materials development,
	       Teaching Demonstrations
	TSL 615 / Materials evaluation, Materials development,
	       Teaching Demonstrations, Poster Presentations
	TSL 653 / Discussion, Reading, Materials Dev., Teaching
	       Demonstrations
	TSL 690 / Reflection, Materials Dev., Practical Teaching

3c. Using Resources Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of	TSL 620 / Materials evaluation, Materials development

standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.	TSL 600 / Materials evaluation, Materials development,
	      Teaching Demonstrations
	TSL 680 / Observation, Reflection, Teaching Demonstrations
	TSL 615 / Materials evaluation, Materials development,
	      Teaching Demonstrations, Poster Presentations
	TSL 653 / Discussion, Reading, Materials Dev., Teaching
	      Demonstrations
	TSL 690 / Reflection, Materials Dev., Practical Teaching

Domain 4 – Assessment. Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.	
4a. Issues of Assessment for ESL. Candidates understand various issues of assessment (e.g. cultural and linguistic bias, political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g. standardized achievement tests of overall mastery), as they affect ESOL student learning.	TSL 600 / Discussion, Reading, Examination TSL 615 / Discussion, Reading, Materials Development TSL 623 / Discussion, Reading, Test Design
4b. Language Proficiency Assessment. Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.	TSL 600 / Discussion, Reading, Examination TSL 623 / Discussion, Reading, Test Design
4c. Classroom-Based Assessment for ESL. Candidates know and use a variety of performance-based assessment tools and techniques to inform instruction.	TSL 615 / Discussion, Reading, Materials Development TSL 623 / Discussion, Reading, Test Design TSL 690 / Needs Assessment
Domain 5 – Professionalism. Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.	
5a. ESL Research and History. Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.	TSL 609 / Discussion, Reading, Research, Examination TSL 620 / Discussion, Reading, Examination TSL 600 / Discussion, Reading, Examination TSL 610 / Discussion, Reading, Research, Examination

5b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.	TSL 680 / Discussion, Observation, Reflection, Portfolio Development, Teaching Philosophy TSL 690 / Needs Assessment, Materials Development, Practical Experience (teaching)
5c. Professional Development and Collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESL students.	TSL 680 / Discussion, Observation, Reflection, Portfolio Development, Teaching Philosophy TSL 610 / Discussion, Reading, Critique, Research TSL 690 / Needs Assessment, Materials Development, Practical Experience (teaching)

C. Kentucky Teacher Standards

The Kentucky Teacher Standards are integrated throughout core courses, and methods courses as demonstrated in the alignment table on the following page. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied in lesson plans and other instructional activities. During the final semester of the TESOL program, students are evaluated on the KY Performance Standards through an oral exit exam and through the completion of a portfolio that provides evidence of their abilities as a TESOL professional. The oral exam is conducted with two members of the TESOL faculty, using a scoring rubric that asks questions reflecting the Performance Standards. This exam is audio recorded, and the recording is kept on file in the TESOL office. The portfolios are reviewed by the TESOL committee and are kept on file in the TESOL office. The Kentucky Code of Ethics is discussed in TSL 600, Methods and Materials in ESL/EFL Teaching; TSL 680, Practicum; and TSL 610, Applied Linguistics and Professional Practices.

Kentucky Teacher Performance Standards for TESOL Endorsement

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
ENG 310/618		E			A					
TSL 600	E	E	E	A	A	K	E	E	A	A
TSL 609		E						A	A	E
TSL 634		E		A						
K – Knowledge, A – Application, E – Evaluation, *= Portfolio Artifact										

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment

- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

Kentucky Teacher Performance Standards for Masters of Arts/Rank II in TESOL

Course	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS10
TSL 600	E	E*	E	A	A	K	E	E*	A	A
TSL 605										
TSL 609		E*						A	A	E
TSL 610	E	E						A	E	E
TSL 615	E	E*	E		A			E*	A	A
TSL 620	E	E*			A			E		E*
TSL 623	E	E			A	E*		A		A
TSL 634		E		A						
TSL 653	E	E*	E		A		E	A	A	A
TSL 680	E	A	E	E	E	E	E		E	
TSL 690	E	A	E	E	E	E	E		E*	A
					K – Knowledge, A – Application, E – Evaluation, *= Portfolio Artifact					

- KTS 1: Content Knowledge
- KTS 2: Design Instruction
- KTS 3: Learning Climate
- KTS 4: Implements Instruction
- KTS 5: Assessment
- KTS 6: Technology
- KTS 7: Reflection
- KTS 8: Collaboration
- KTS 9: Professional Development
- KTS 10: Leadership

D. Kentucky Core Academic Standards

All teachers seeking additional certification the Murray State University ESL Certification Endorsement program are already familiar with the Kentucky Core Academic Standards (KCAS) since they are licensed teachers in the state of Kentucky. Even though they are already familiar with KCAS, the instructors in the courses for endorsement reinforce candidates' awareness of KCAS as a framework for standards-based instruction. Additionally, MA TESOL candidates take TSL 623, *Testing and Evaluation in Second Language Teaching.* Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction.

Matrix for How Core Content Courses Address KY Core Content Standards

Core Content Courses	KY Core Content Standards Addressed	Assessed
ENG 618 – Introduction to Linguistic Science	CC.K.L.1-5 CC.1.L.1-5 CC.2.L.1-4 CC.3.L.1-4 CC.4.L.1-4 CC.5.L.1-6 CC.6.L.1-6 CC.7.L.1-6 CC.8.L.1-6 CC.9-10.L.1-6 CC.11-12.L.1-6 CC.K.RF.1-4 CC.1.RF.1-4 CC.2.RF.1-4 CC.3.RF.1-4 CC.4.RF.3-4 CC.5.RF.3-4 CC.2.RL.4	K, A, E Discussions, homework assignments, written projects, and examinations. Praxis 5361
TSL 600 – Methods and Materials for ESL/EFL Teaching	CC.K.RL.1-10 CC.1.RL.1-10 CC.2.RL.1-10 CC.3.RL.1-10 CC.4.RL.1-10 CC.5.RL.1-10 CC.K.RI.1-10 CC.1.RI.1-10 CC.2.RI.1-10 CC.3.RI.1-10 CC.4.RI.1-10 CC.5.RI.1-10 CC.K.RF.4 CC.1.RF.4 CC.2.RF.4	A, E Discussions, lesson plans, teaching demonstrations, examinations. Praxis 5361

	CC.3.RF.4 CC.4.RF.4 CC.5.RF.4 CC.K.W.1-3,5-8 CC.1.W.1-3, 5-8 CC.2.W.1-3,5-8 CC.3.W.1-10 CC.4.W.1-10 CC.5.W.1-10 CC.K.SL.1-6 CC.1.SL.1-6 CC.2.SL.1-6 CC.3.SL.1-6 CC.4.SL.1-6 CC.5.SL.1-6 CC.K.L.4-6 CC.1.L.4-6 CC.2.L.4-6 CC.3.L.4-6 CC.4.L.4-6 CC.5.L.4-6	
TSL 623 – Testing and Evaluation in Second Language Teaching	All core content areas for all grade levels.	A,E Design of tests, analysis and practical training of standardized tests. Praxis 5361
TSL 634 – Language and Culture	CC.2.RL.2 CC.3.RL.2 CC.4.RL.4 CC.5.L.3b	A, E Discussions, written assignments, examinations. Praxis 5361
TSL 680 – Practicum	All core content areas for all grade levels	A, E Praxis 5261
TSL 690 – Internship	All core content areas for all grade levels	E Portfolio Artifacts Praxis 5361

E. Program Faculty

Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member (1)	Faculty Rank (2)	Scholarship (3), Leadership in Professional Associations, and Service (4); List up to 3 major contributions in the past 3 years (5)*	Status (FT/PT to institution, unit, and program)
Morgan, Michael	Ed.D. English Education University of Massachusetts	Co-Director of English Education Teaches English and TESOL courses	Associate Professor	- Murray State University Liaison for English for Senate Bill 1 - (2009). "Innovations in TESOL Distance Learning." Paper presented at TESOL, Denver, CO. - Xia, S. & Morgan, M. (2009, March). *Awareness of L2 communicative behaviors in L1: A survey study of Chinese returnees' readjustment experiences*. Paper presented at the conference of Georgetown University Round Table on Languages and Linguistics 2009. Georgetown, DC.	Full-time to Institution, Part-time to Unit, Part-time to Program
Park, Ho Ryong	Ph.D., Second Language Acquisition and Instructional Technology, University of South Florida	Faculty, Teaches TESOL classes	Assistant Professor	-Park, H.-R., & Kim, D. (in press). ESOL preservice teachers' experiences and learning in reading electronic storybooks. In P. Smith & A. Kumi-Yeboah (Eds.),*Handbook of research on cross-cultural approaches to language and literacy development*. Hershey, PA: IGI Global. -Park, H.-R., & Kim, D. (in press). English language learners' strategy use in reading computer-based texts at home and in school. *CALICO Journal*. -Smith, G. G., Li, M., Drobisz, J., Park, H.-R., Kim, D., & Smith, S. D. (2013). Play games or study? Computer games in ebooks to learn English vocabulary.*Computers & Education*, 69, 274-286. - At Large Member for Kentucky TESOL (2014-Present) -Co-Chair of Membership Committee: Second Language Research SIG (American Educational Research Association) (Fall 2013-Summer 2015) -Member-At-Large: Kentucky TESOL (KYTESOL)	Full-time to Institution, Part-time to Unit, Full-time to Program
Song, Juyoung	Ph.D., Foreign & Second Language Education (Language, Literature, & Culture) The Ohio State University	Coordinator, Undergraduate TESOL Program, Faculty, Teaches TESOL courses	Associate Professor	- (2010). Language Ideology and Identity in Transnational space: Globalization, migration, and bilingualism among Korean families in the United States of America. *International Journal of Bilingual Education and Bilingualism*, *31*, 23-42. - Farr, M., Seloni, L., & Song, J. (Eds.). (2009) *Ethnolinguistic diversity and education: Language, literacy, and culture*. Routledge/Taylor and Francis. - (2009). Bilingual creativity and self-negotiation: Korean-English bilingual children's language socialization into address terms. A. Reyes & A. Lo. (Eds.), *Beyond yellow English: Towards linguistic anthropology of Asian Pacific America*. Oxford University Press. - President for Kentucky TESOL (2013-2014), Past President (2014-2015)	Full-time to Institution, Part-time to Unit, Full-time to Program

Sroda, M. Sue	Ph.D. Linguistics University of South Carolina	Chair, Department of English & Philosophy, Teaches TESOL courses	Associate Professor	- US Department of State ESL Specialist Consultant: Rivne, Ukraine, (April 1-19, 2010); Al-Hillah, Iraq, (March 8-12, 2009); Riyadh, Saudi Arabia, (January 3-16, 2009). - "Translating TESOL: Intercultural models in our evolving profession" Plenary Speaker. TESOL Ukraine Annual Conference. Rivne, Ukraine. (April 18, 2010). - At Large Board Member for Kentucky TESOL (2010-2012), Vice President for Membership (2012-2014)	Full-time to Institution, Part-time to Unit, Full-time to Program
Trites, Latricia	Ph.D. Applied Linguistics Northern Arizona University	Director of TESOL Program, Teaches TESOL courses	Professor	- Xia, S. & Trites, L. (Eds.) (2012): Classroom Second Language Acquisition Research: Advanced Learner Issues. *Indian Journal of Applied Linguistics, Mar, Special Issue.* - (2010). Small-group journals as a tool of critical reflection: A measure of success and failure. In J. Burton, P. Quirke, C. Reichmann, & J. Peyton (Eds.). *Reflective writing – A way to lifelong teacher learning. http://tesl-ej.org/books/reflective_writing.pdf.* - Fulbright Lecturer Grant (August 2008-June 2009) Yilan, Taiwan. - President for Kentucky TESOL (2010-2011, 2012-2013), Past President (2013-2014) - National Council for the Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA) evaluator: (2010-Present), Lead Reviewer: (2012-Present), Auditor: (2012-Present)	Full-time to Institution, Part-time to Unit, Full-time to Program
Xia, Saihua	Ph.D Curriculum & Instruction (TESOL) State University of New York, Albany	Faculty, Teaches TESOL courses	Associate Professor	- Xia, S. & Trites, L. (Eds.) (2012): Classroom Second Language Acquisition Research: Advanced Learner Issues. *Indian Journal of Applied Linguistics, Mar, Special Issue.* - (2010, Accepted). *Classroom Pragmatic Factors: A Two-year Study of 7 East Asian Students' Verbal Participation Intentions.* In Marcia Macaulay & Pilar G. Blitvich (Eds.) *Pragmatics and Context.* Toronto: York University Press /Antares. - (2009). Are they ready to participate? East Asian students' acquisition of verbal participation in American classrooms. *Issues in Applied Linguistics,* 17 (2), 137-157. - Publications Liaison for Kentucky TESOL (Mar 2010-2013) At Large Member (2014-Present) - Elected Member of the Steering Committee, Second Language Writing Interest Section, TESOL International, (Jan, 2009-2011)	Full-time to Institution, Part-time to Unit, Full-time to Program

(1) e.g., faculty, clinical supervisor, department chair, etc.

(2) e.g., professor, associate professor, assistant professor, adjunct faculty, lecturer, administrator, etc.

(3) *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(4) *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

F. Curriculum Contracts/Guide Sheets
*(*http://coekate.murraystate.edu/coecms/ncate/manager/advsheet)

Name of Student_____ M# _____

Murray State University
Master of Arts in Teaching English to Speakers of Other Languages
Program Guide Sheet
2015-2016 Graduate Bulletin

The Master of Arts Degree in TESOL requires a minimum of 34 credit hours earned in the TESOL Program. (The degree is, among other things, designed for certified teachers to fulfill Education Professional Standards Board requirements for Rank II classification.) A minimum 3.0 grade point average is required for completion. The required credit hours, consisting of 28 hours of course work and 6 hours of field experience, are as follows:

Course	Semester	Grade
ENG 618: Introduction to Ling Science (3hrs) (if required)	_____	_____
TSL 600: Methods and Materials for Teaching ESL/EFL (3hrs)	_____	_____
TSL 605: Teaching ESL/EFL Writing (3hrs)	_____	_____
TSL 609: Foundations of Second Lang Acquisition (3hrs) (prerequisite: ENG 310 or ENG 618 or equivalent)	_____	_____
TSL 610: Applied Linguistics and Prof Practice (3hrs) (prerequisite: TSL 609)	_____	_____
TSL 615: Course and Syllabus Design in ESL/EFL (3hrs)	_____	_____
TSL 620: Computer Assisted Language Learning (3hrs)	_____	_____
TSL 623: Testing and Eval. in Second Language Teaching (3hrs)	_____	_____
TSL/ENG 634: Language and Culture (3hrs)	_____	_____
TSL 653: Integrated Skills in ESL/EFL Seminar (3hrs)	_____	_____
TSL 680: Practicum (3hrs)(prerequisite: TSL 600)	_____	_____
TSL 690: Internship (3) (prerequisite: completion of all other requirements)	_____	_____
_____	_____	_____
_____	_____	_____

Exit Assessment: In addition, a grade of "pass" on a final oral exit examination is required along with a final portfolio that is kept on file by the TESOL Program.
Note that this program of study does not lead to initial certification for public school teaching in the Commonwealth of Kentucky.

The student and advisor have discussed this program and agree to the foregoing plan. An official MSU Graduate Program Form must be completed and submitted prior to completion of the first course taken.

Continuous assessment procedures will be used to document and systematically monitor student progress through the program in order to determine the degree to which students have internalized and can demonstrate proficiency with the Experienced Teacher Standards. A portfolio documents this progress by providing students with information for improvement or remediation when needed.

_____   _____   _____
    Student's Signature   Advisor's Signature   Date

Name of Student_____ M#_____

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Murray State University
ESL Certificate Endorsement (Grades P-12)
Program Guide Sheet
<u>**2015-2016 Graduate Bulletin**</u>

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The ESL Certificate Endorsement requires a minimum of 12 credit hours earned in the TESOL Program. (This option is available for holders of current Kentucky teaching certificates only per Education Professional Standards Board regulations.) A minimum 3.0 grade point average is required for completion. The required credit hours, consisting of 12 hours of course work, are as follows:

<u>Course</u>	<u>Semester</u>	<u>Grade</u>
ENG 618: Introduction to Linguistic Science (3hrs)	_____	_____
TSL 600: Methods and Materials for Teaching ESL/EFL (3hrs)	_____	_____
TSL 609: Foundations of Second Language Acquisition (3hrs) (prerequisite: ENG 618 or equivalent)	_____	_____
TSL/ENG 634: Language and Culture (3hrs)	_____	_____

Exit Assessment: In addition, a grade of "pass" on a final oral exit examination is required.

Also, candidates must pass the Content Area Praxis Exam (5361) for English to Speakers of Other Languages.

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.kyepsb.net for current requirements or contact Ms. Rice at 502-564-4606 or 888-598-7667.

The student and advisor have discussed this program and agree to the foregoing plan. An official MSU Graduate Program Form must be completed and submitted prior to completion of the first course taken.

Continuous assessment procedures will be used to document and systematically monitor student progress through the program in order to determine the degree to which students have internalized and can demonstrate proficiency with the Experienced Teacher Standards.

_____   _____   _____
Student's Signature   Advisor's Signature   Date
Course instructors use common course syllabi to ensure consistent, quality course delivery. Access the syllabi for this program at http://coehsnet.murraystate.edu/. Click on the *common course syllabus* link.

G. Syllabi
Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/.

ENG 618
TSL 600
TSL 605
TSL 609
TSL 610
TSL 615
TSL 620
TSL 623
TSL 634
TSL 653
TSL 680
TSL 690