

## Brothers, Sheila C

---

**From:** Hippisley, Andrew R  
**Sent:** Thursday, March 21, 2013 4:10 PM  
**To:** Brothers, Sheila C  
**Subject:** MA TESL  
**Attachments:** Updated MCL TESL MA Proposal pdf 3-18-2013.pdf

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MA program: Teaching English as a Second Language, in the Department of Modern and Classical Languages, Literatures and Cultures, within the College of Arts & Sciences.

- new version

Andrew Hippisley

**NEW MASTERS DEGREE PROGRAM FORM**  
**(Attach completed "Application to Classify Proposed Program"<sup>1</sup>)**

**GENERAL INFORMATION**

College:	A&S	Department:	MCL		
Major Name:	TESL MA	Degree Title:	Master of Arts in Teaching English as a Second Language		
Formal Option(s):		Specialty Fields w/in Formal Option:	Teaching English as a Second Language (TESL), Teaching English as a Foreign Language (TEFL)		
Date of Contact with Associate Provost for Academic Administration <sup>1</sup> :	10/20/2011				
Bulletin (yr & pgs):	N/A	CIP Code <sup>1</sup> :	13.1401	Today's Date:	12/16/2011
Accrediting Agency (if applicable):	N/A				
Requested Effective Date:	<input checked="" type="checkbox"/> Semester following approval.	OR	<input type="checkbox"/> Specific Date <sup>2</sup> :		
Dept. Contact Person:	Francis Bailey	Phone:	859-257-7025	Email:	francis.bailey@uky.edu

**CHANGE(S) IN PROGRAM REQUIREMENTS**

1.	Number of transfer credits allowed (Maximum is Graduate School limit of 9 hours or 25% of course work)	9
2.	Residence requirement (if applicable)	Yes
3.	Language(s) and/or skill(s) required	English. Non-native speakers must take TOEFL exam. Native English speakers must show 4 semester of foreign language study.
4.	Termination criteria	Graduate GPA falls below 3.0; failure to build program portfolio; failure to maintain good standing in program
5.	Plan A Degree Plan requirements <sup>3</sup> (thesis)	No
6.	Plan B Degree Plan requirements <sup>3</sup> (non-thesis)	36 graduate credits, including teaching internship. Program Portfolio
7.	Distribution of course levels required (At least one-half must be at 600+ level & two-thirds must be in organized courses.)	Over 1/2 of program credits are at 600 level
8.	Required courses (if applicable)	MCL 575: Linguistics for Teachers (3 cr.) TSL 560: Literacy Development in the ESL Classroom (3 cr.) MCL 665: Second Language Curriculum & Assessment (3 cr.) MCL 690: Culture, Cognition and Second Language Learning (3 cr.) TSL 697: ESL Teaching Internship (9 cr.) MCL 510: Second Language Teaching Methods (3 cr.)

<sup>1</sup> Prior to filling out this form, you MUST contact the Associate Provost for Academic Administration (APAA). If you do not know the CIP code, the APAA can provide you with that during the contact.

<sup>2</sup> Programs are typically made effective for the semester following approval. No changes will be made effective until all approvals are received.

<sup>3</sup> If there is only one plan for the degree, plans involving a thesis (or the equivalent in studio work, etc.) should be discussed under Plan A and those not involving a thesis should be discussed under Plan B.

**NEW MASTERS DEGREE PROGRAM FORM**

		MCL 517: Second Language Acquisition (3 cr.)  Total: 27 cr.
9.	Required distribution of courses within program (if applicable)	N/A
10.	Final examination requirements	No final exam. Final program task is the submission of a completed portfolio.
11.	<p>Explain whether the proposed new program (as described in numbers 1 through 10) involve courses offered by another department/program. Routing Signature Log must include approval by faculty of additional department(s).</p> <p>Program requirements can be completed using only MCL/TSL courses, with two exceptions.</p> <ol style="list-style-type: none"> <li>1. Students are required to take a 3 cr. graduate course in education, linguistics or MCL in the Fall term.</li> <li>2. Students have the option in the Spring term to take a course in linguistics, LIN: 516.</li> </ol>	
12.	What is the rationale for the proposed new program?	

	<p>The department of Modern and Classical Languages, Literatures and Cultures of Arts &amp; Sciences at the University of Kentucky proposes a new one-year MA in Teaching English as a Second Language to address an educational need in the commonwealth of Kentucky. In Kentucky for 2010-11, over 15,000 English language learners (ELLs) were studying in our public schools; 60% of these students were native Spanish speakers. In addition, many adult learners of English reside within the state and desire opportunities to study ESL. Currently, only Murray State University, Georgetown University and Asbury University offer master degrees in TESL, and currently only Asbury offers preparation for public school certification in teaching ESL as part of their MA program.</p> <p>The flagship university in the state, The University of Kentucky, can and should help the state of Kentucky expand its pool of trained ESL teachers. Establishing this program is the first step toward creating a TESL program with the option of a public school ESL certification. Furthermore, the tremendous worldwide demand for English ensures that UK will be able to recruit international students into the TESL program. The university has the faculty and resources to support TESL MA candidates' progress through the proposed teacher education program.</p>
--	--

## NEW MASTERS DEGREE PROGRAM FORM

### Signature Routing Log

**General Information:**

Program Name: Master of Arts in Teaching English as a Second Language

Proposal Contact Person Name: Francis Bailey Phone: 859-257-7025 Email: francis.bailey@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
TESL Curriculum Committee	11/16/2011	Francis Bailey / 7-7-25 / francis.bailey@uky.edu	
MCL Faculty	12/5/2011	Jeanmarie Rouhier-Willoughby, Chair / 7-1756 / j.rouhier@uky.edu	
A&S EPC and College of A & S	4/3/12	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>4</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>4</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.  
Rev 8/09

## Brothers, Sheila C

---

**From:** Nikou, Roshan  
**Sent:** Tuesday, December 04, 2012 3:23 PM  
**To:** Brothers, Sheila C; Ellis, Janie; Gebert, Frieda; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Blonder, Lee  
**Cc:** Bailey, Francis M  
**Subject:** GC Transmittals  
**Attachments:** MA TESL (TSL).pdf

TO: Lee Blonder, Chair and Sheila Brothers, Coordinator  
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator  
Graduate Council

The Graduate Council approved the following program proposal and is now forwarding it to the Senate Council to approve.

Master of Arts in Teaching English as a Second Language

*Roshan Nikou*  
*The Graduate School*  
*The University of Kentucky*  
*105 Gillis Building - 0033*  
*Phone: (859) 257-1457*  
*Fax: (859) 323-1928*  
*[Roshan.Nikou@uky.edu](mailto:Roshan.Nikou@uky.edu)*

## Proposal for a New Program<sup>1</sup>

### MASTERS

**Degree Title:** Master of Arts in Teaching English as a Second Language

**Major Title:** Teaching English as a Second Language (TESL)

**Primary College:** Graduate School

**Department:** Modern and Classical Languages, Literatures and Cultures

**CIP Code:** 13.1401

#### MCL Departmental Contact:

**Name:** Francis Bailey  
Director of TESL Program  
Email: [francis.bailey@uky.edu](mailto:francis.bailey@uky.edu)  
Phone: 859- 257-7025

### Section 1: Overview of TESL Program

The Teaching English as a Second Language (TESL) Program is designed to support pre-service or in-service teachers who would like to specialize in teaching ESL. We envision a TESL program that is housed in the Department of Modern and Classical Languages, Literatures and Cultures which is in the College of Arts & Science and offers four academic degrees and credentials:

1. 1-Year TESL MA (36 cr.) for candidates interested in teaching ESL to adult students in the US or teaching EFL internationally;
2. 1.5 Year TESL MA (36 cr.) for candidates interested in a P-12 Kentucky ESL Certification;
3. TESL Graduate Certificate (12 cr.) for candidates interested in teaching English to ESL/EFL students in community-based programs in the US or teaching overseas;
4. TESL Endorsement (12 -15 cr.) for candidates who already hold a Kentucky public school certification and want to add on an additional teaching endorsement in ESL.

The program proposed in this document refers exclusively to the 1-Year TESL MA program.

**Note:** This proposal will be forwarded to the Kentucky Education Professional Standards Board within 30 days of full approval by the University.

---

<sup>1</sup> The TESL MA Program proposal is modeled on the MATWL (2004) proposal.

## Section 2: Rationale and Description of the Program

The rationale for a TESL Master's Program at the University of Kentucky lies at the intersection of domestic and international trends in English language use and learning. English plays a dominant role among languages of the world, with approximately 375 million first language speakers, 375 million second language speakers and 750 million English-as-foreign language speakers.<sup>2</sup> This is a total of approximately 1.5 billion speakers. English is currently the only world language that approaches being a truly global language.

The British Council estimates that within the next 10 years, 2 billion learners will be studying English simultaneously, around the globe.<sup>3</sup> With the growing demand for English, there is a commensurate need for English language educational programs and qualified teachers. In many ways, the growth of English is hampered by the poor quality of educational opportunities for prospective English learners.

The United States is famously a nation of immigrants, with over a million legal immigrants arriving annually.<sup>4</sup> Many of these newcomers do not speak English to their satisfaction and desire opportunities to study the English language. In the 2007-08 school year, there were 11 million students in elementary and secondary schools who spoke a language other than English at home (21% of total school population). Currently there are estimated to be 2.7 million students studying English as a second language (ESL) in the U.S school systems (5% of total school population).<sup>5</sup>

In Kentucky for 2010-11, over 15,000 English language learners (ELLs) were studying in our public schools; 60% of these students were native Spanish speakers.<sup>6</sup> Murray State University, Georgetown University and Asbury University offer master degrees in TESL, and currently only Asbury offers preparation for public school certification in teaching ESL as part of their MA program.

The flagship university in the state, The University of Kentucky, can and should help the state of Kentucky expand its pool of trained ESL teachers. Establishing this program is the first step toward creating a TESL program with the option of a public school ESL certification. Furthermore, the tremendous worldwide demand for English ensures that UK will be able to recruit international students into the TESL program. The university has the faculty and resources to support TESL MA candidates' progress through the proposed teacher education program. We will be drawing on faculty specialists in English, particularly from their Linguistics program, Education, Hispanic studies, and the Department of Modern and Classical Languages, Literatures and Cultures (MCL). In addition, our well respected UK Center for ESL

---

<sup>2</sup> "Future of English". The British Council. <http://www.britishcouncil.org/learning-elt-future.pdf>.

<sup>3</sup> Graddol, D. (2006). *English Next*. British Council:  
<http://www.britishcouncil.org/learning-research-englishnext.htm>

<sup>4</sup> Source: US Department of Homeland Security, *Persons Obtaining Legal Permanent Resident Status*

<sup>5</sup> IES: National Center for Educational Statistics

<sup>6</sup> Kentucky DOE website:

<http://www.education.ky.gov/KDE/HomePageRepository/News%20Room/Kentucky%20Education%20Facts.htm>

(CESL) is a wonderful resource for us to work with for program practica, internships and the expertise of its faculty.

The TESL MA program will reside in the Department of Modern and Classical Languages, Literatures and Cultures, which offers programs in world languages and also hosts the foreign language teacher education program, the master's degree in teaching world languages (MATWL). The proposed TESL MA program will be antecedent to two new programs in TESL: ESL Certification Pre-K–12 and the ESL public school endorsement.<sup>7</sup> Each of these additional programs will be embedded in the MA program.

The proposed TESL MA program is a one-calendar year program which requires 36 graduate credits. Master's candidates enroll in course work covering linguistics, teaching methods, second language learning, and socio-cultural studies. The program course work concludes with a supervised ESL teaching internship. The program requires an exit portfolio, which reflects the cumulative academic work of the candidates and is presented as evidence that they have met the UK TESL Program Requirements and TESOL<sup>8</sup> Standards.

The program is designed to draw upon the rich resources of the university's College of Education, linguistics program, and the Hispanic Studies, English, and MCL departments. We will be sharing courses with the MATWL program. We are also creating new graduate courses within the MCL department to support the TESL MA program.

The program welcomes applicants for admission from individuals who are unable or do not intend to complete its curriculum within one calendar year. This flexibility will make the MA program more attractive for potential applicants. Recruitment will be a priority as we will recruit from within UK and Kentucky, domestically within the US, and also internationally. We believe there will be a robust interest in this program from within UK from students in the world language programs, the College of Education, the Linguistics Program, and the English Department. International recruitment looks promising and we believe this program fits nicely into UK's interest in internationalizing our campus.

The TESL Program will be collaborating with UK's CESL program for classroom observations and internship placements. In addition, we will be working closely with local public schools and local refugee programs and ESL programs (e.g., BCTC, Kentucky Refugee ministries, Carnegie Center, Operation Read).

Graduates of the TESL MA program and the TESL MA plus ESL certification program will have a variety of job opportunities. The TESL MA program prepares teachers to work with adult ESL learners in the United States, in either college level academic programs or adult community-based programs. Teachers from the United States or international students, interested in teaching overseas, will use the TESL MA to teach in a variety of settings: universities, private language schools and international schools. Teachers who pursue the TESL MA plus ESL certification,

---

<sup>7</sup> The University previously offered an ESL endorsement through the College of Education, but no longer does so.

<sup>8</sup> Teachers of English to Speakers of Other Languages (TESOL)



will (once this aspect of the program is approved by the Kentucky Education Standards Board (ESB) will be eligible to be recommended for Kentucky ESL certification K – 12.<sup>9</sup>

### Section 3: Comprehensive Program Description

#### Teacher Education as Praxis

Teacher education at its best is a form of praxis in which theory and research interact with the dynamics of a specific classroom and its unique set of learners. The TESL Program has a curriculum that embraces the principle that the classroom is the primary source of information about teaching and learning.<sup>10</sup> Therefore, the program is structured to provide continuous opportunities to observe, tutor and teach ESL students as well as work directly with classroom teachers. Furthermore, course tasks ask graduate students who are in training as future ESL teachers to inquire into the needs of their learners and learning contexts and apply what is being studied in the TESL courses – linguistics, second language acquisition, teaching methods – to their particular learners and educational settings. In this way, we promote active engagement among UK faculty, graduate students, ESL teachers and their ESL students around the challenges (and pleasures) of teaching and learning a new language.

In addition, the program is designed around the following principles for educating teachers in an MA program:

- 1) inquiry is fundamental to a master's degree program, and thus the program must include both a grounding in the research of the core disciplines of the field and an orientation to classroom-based teacher inquiry;
- 2) pre-service and in-service teachers benefit from a teacher education course of study that embraces the contextual nature of teaching and learning; teaching practices must be built upon the (diverse) needs of second language learners and the sociocultural contexts in which instruction takes place;
- 3) complex socio-cultural activity, such as classroom teaching, is not amenable to learning-at-a-distance. Teaching is a hands-on affair, and involves issues of identity, affect and self-knowledge as well as drawing upon the professional knowledge and skills of the education field;
- 4) the context for learning should take advantage of people's propensity to do/think/know more when they are part of learning communities;<sup>11</sup>
- 5) planning for learning and teaching has to account for the social relationships in which the learning and teaching will be embedded;

---

<sup>9</sup> US Department of Labor (<http://www.onetonline.org/>) predicts robust job opportunities in Kentucky for professionals with the CIPS Code 13.1401: Elementary – Secondary (1,510 teachers per year) and Adult education programs (30 teachers per year).

<sup>10</sup> Wajnryb, R. (1992). *Classroom Observation Tasks*. Cambridge: Cambridge University Press.

<sup>11</sup> Principles 4 – 6 are taken from : Edelsky, C., Altwerger, B., & Flores, B. (1991). *Whole Language: What's the Difference?* Portsmouth, NH: Heinemann.

- 6) what is learned should have some sensible and imminent connection to what it is learned for; and,
- 7) the program faculty strive to “walk the talk” and infuse the program themes and principles into their own teaching of TESL courses.

As an applied field of knowledge, the TESL MA program must be grounded in the realities of English language classrooms and reflect the great diversity across second language teaching contexts. The requirements of a large (40 – 80 students) English as a Foreign Language classroom for college students in China or South Korea are not the same as a much smaller grouping of English as a second language learners in a US public school or college level ESL program; teaching young children is not the same as teaching teens or adults.

Furthermore, ESL teaching in the US is a dynamic, ever changing field in which new waves of immigrants and international students enter our schools and ESL classrooms as evidenced by our recent national history. In the 1970s and 80s, English learners from Southeast Asia (Vietnam, Cambodian, Laos) filled ESL classes; by the late 1980s/early 90s, with the collapse of the Soviet Union, learners from the European Eastern Block (Russia, Ukraine, Poland) became a significant ESL population in the US. In the 1990s refugees from the Balkans (Bosnians, Serbs, Croats) immigrated to the US in large numbers and required ESL services. Currently, Iraqis, Somalis and Congolese (and many other nationalities) are entering the US and need ESL education. And, of course, in many areas of the US, students who speak Spanish as their first language are the predominant ESL student population. Each of these nationalities and ethnicities brings their own language, cultural and educational perspectives and traditions and affects ESL educational programs.

The TESL MA program proposes to address these dynamics and incorporate the principles outlined above through the program’s themes: Inquiry, Reflective Practice, Experiential Learning.

**Inquiry:** Inquiry lies at the heart of the educational process for both academics and our students and should be a part of the TESL program in three ways:

1. Students must engage with the relevant research and theory in the core disciplines of the TESOL field: linguistics, psychology, education and sociocultural studies;
2. Students need opportunities to develop their own knowledge base and skills in conducting classroom inquiry into institutional practices, teaching practices and ESL students’ needs and backgrounds;
3. The TESL Program must use inquiry to guide and inform the evolution of the program’s curricula and the MA program’s effectiveness in preparing ESL teachers.

**Reflective Practice:** In the field of education, *reflective practice* refers to a set of professional dispositions and activities that promotes educators actively seeking to improve their own professional competence. Through questioning and examining their own teaching practices, teachers develop their professional skills. Such practice includes actual research into their classrooms as well as developing an attitude of openness to both critique and novel conceptions

of classroom instruction and learning. The development of a professional learning community in which reflective practice is integral is an important feature of the TESL program.

**Experiential Learning:** Experiential education as envisioned by John Dewey and Kurt Lewin is a reflective approach to education in which learners use an experience – something from their own lives or an in-class experience – as a jumping off place for reflection, analysis and action. The teacher structures opportunities for learners to reflect upon their experience by: 1) documenting the experience in writing; 2) digging deeper into the experience, linking it to course concepts and considering various hypotheses on the nature of the experience; and 3) helping students decide how to use their new insights to inform future actions in their teaching. An important part of the experiential learning component of the program is the numerous opportunities for field-based work.

The TESL program will have two field-based courses - a second-language methods course in the fall and a literacy course in the spring - designed to get students into ESL classes, where they will have opportunities to observe, tutor and teach. In addition, all successful MA candidates must complete an ESL teaching internship. Pre-service teachers must have a sustained engagement with not only concepts of teaching and learning, but also the institutional and societal structures of schools, in particular, the constraints and the affordances they provide.

### **Student Learning Outcomes**

The MA TESL program is designed to meet program requirements and the TESOL Professional Standards. All candidates are required to meet the following set of learning outcomes. Candidates must:<sup>12</sup>

#### **I. Language & Learning**

1. demonstrate professional level knowledge of the English language, including English as a linguistic system and as a tool for social and cognitive functioning;
2. demonstrate knowledge of research in second language acquisition processes;
3. demonstrate knowledge of learning differences among students, including learning disabilities;
4. demonstrate the ability to inform teaching practices through the study of social learning and cognitive research and theories and the use of inquiry into specific teaching contexts.

#### **II. Culture**

1. demonstrate knowledge of the major research and theories related to the nature and role of culture in instruction and learning;
2. demonstrate knowledge of a specific cultural context for ESL teaching;
3. demonstrate skill in inquiring into cultural groups, processes, and identities to support language development.

---

<sup>12</sup> For a complete documentation of the program's learning standards, see "UK TESL Program Requirements and TESOL Standards" below.

### **III. Planning, Implementing and Managing Instruction**

1. demonstrate the ability to create lesson plans and effectively implement them according to current educational research, concepts and “best practices;”
2. demonstrate an understanding that teaching involves relationship building with learners;
3. demonstrate knowledge of curriculum design, standards-based curricula and materials and strategies and techniques for classroom implementation;
4. demonstrate the ability to use technology as an effective resource in the classroom;
5. demonstrate the ability to differentiate instruction for the diverse learning needs of ESL/EFL students;

### **IV. Assessment**

1. demonstrate knowledge of various assessment instruments and issues as they affect ELLs;
2. demonstrate the ability to use standards-based assessment instruments to show language growth and inform instruction;
3. demonstrate the ability to inquire into students’ personal histories and linguistic, cultural and educational backgrounds in order to adapt instruction to learner needs.

### **V. Professionalism**

1. demonstrate knowledge of the history, research, public policy and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning;
2. demonstrate the characteristics of a “reflective practitioner,” through questioning and inquiry into their own teaching practices and using professional development opportunities;
3. demonstrate the ability to build partnerships with colleagues and students’ families, serve as a community resource, and advocate for ELLs;
4. demonstrate the ability to adhere to ethical standards for Kentucky educators<sup>13</sup>;

## **Section 4: Program Overview**

The master’s program in TESL in its most concentrated form can be completed in one calendar year. Students begin taking courses in the summer and continue on through the fall and spring terms. The ESL internship can then be completed in the second summer. However, we will

---

<sup>13</sup> See the “Professional Code of Ethics for Kentucky School Certified Personnel”  
[http://www.wku.edu/teacherservices/code\\_of\\_ethics.php](http://www.wku.edu/teacherservices/code_of_ethics.php)

offer a flexible curriculum format for all interested candidates, who are welcome to participate in the program at a pace suited to their particular circumstances.

Faculty commitment to this program extends to the understanding that:

- courses need to be offered in the late afternoon 4:00 – 6:30 and/or evening 6:30 – 9:00 in order to accommodate the professional schedules of teachers and other working students.
- one course each fall and spring semester includes a required teaching practicum, with TESL students teaching or tutoring ESL students. This necessitates close collaboration with local ESL providers, most particularly, UK's CESL program.
- course offerings and rotations must be guided by the program needs of MA candidates in order to ensure the possibility of completing the MA TESL program in one calendar year.

The curriculum offers a balance between the academic study of core knowledge bases of the field – second language learning, linguistics, sociocultural studies, second language teaching – and field-based experiences, in which students are simultaneously teaching ESL students and exploring their own teaching practices. In addition, students will have inquiry tasks in the core program courses that will require them to collect and analyze data from their practica in service to their ESL students' learning and their own professional development as language educators. The culmination of the program is an ESL Internship (9 cr.) in which candidates are supported and evaluated by supervisors in ways consistent with the goal of developing compassionate, effective and reflective ESL educators. The overall goal of the program is to nurture reflective, life-long learners, open to learning from many sources: their students, their colleagues, the research and theories of the academic world, their professional organizations, and their own experiences.

### **MA TESL Program Curriculum**

The following list of courses displays the curricular scope for a master's degree in TESL. The courses are first presented in terms of core subject areas. Then, the same courses are displayed as a sequence of courses that begins in the summer and run through the fall and spring and culminates in a summer II ESL internship. The selection of courses represents a view of the field of TESOL in which linguistic courses (12 cr.) provide an orientation to the subject matter of the field, English; the learning courses (9 cr.) orient ESL teachers toward the second language learner; and the pedagogy courses (15 cr.) toward classroom teaching practices. The field of TESOL is particularly indebted to the research and theories of linguistics, for its insights into the structure and function of the English language and its contributions to our understanding of second language acquisition.

TESL Knowledge Areas	TESL Curriculum
<p style="text-align: center;"><b>Language (12 cr.)</b></p>	MCL 575: Linguistics for Teachers (3cr.)
	TSL 560: Literacy Development in the ESL Classroom (3 cr.)
	MCL 665: Second Language Curriculum & Assessment (3 cr.)
	<p><b>Select one of the following:</b>            * TSL 675: English Grammar: Analysis &amp; Pedagogy (3 cr.)            * LIN 516: Grammatical Typology</p>
<p style="text-align: center;"><b>Learning (9 cr.)</b></p>	MCL 517/LIN 517: Second Language Acquisition (3cr.)
	MCL 690: Culture, Cognition and L2 Language Learning (3 cr.)
	<p><b>Select one of the following:</b>            *500/600 level course from Education, Linguistics, MCL (3 cr.)</p>
<p style="text-align: center;"><b>Pedagogy (15 cr.)</b></p>	MCL 510: L2 Teaching Methods: Young & Beg. Level Learners (3cr.)
	<p><b>Select one:</b>            * MCL/SPA 655: Theory and Practice of Second Language Teaching (3 cr.)             * MCL 610: L2 Teaching Methods: 9-12, Adult &amp; Adv. Ss</p>
	TSL 697: ESL Teaching Internship (9 cr.)

**Table One:** TESL Knowledge areas and Courses

### TESL MA Curriculum Scope & Sequence

<p><b>Summer I</b></p> <p>MCL 510: L2 Teaching Methods: Young &amp; Beg. Level Learners (3cr.) MCL 665: Second Language Curriculum &amp; Assessment (3 cr.)</p>
<p><b>Fall</b></p> <p>MCL 575: Introduction to Linguistics for Teachers (3cr.) MCL 517/LIN 517: Second Language Acquisition (3cr.)</p> <p><b>Options (Select One)</b></p> <p>* 500/600 level courses from Education, Linguistics, MCL (3 cr.)</p> <p><b>Options (Select One)</b></p> <p>* MCL/SPA 655: Theory and Practice of Second Language Teaching (3 cr.) * MCL 610: L2 Teaching Methods: 9-12, Adult &amp; Adv. Ss</p>
<p><b>Spring</b></p> <p>TSL 560: Literacy Development in the ESL Classroom (3 cr.) MCL 690 : Culture, Cognition and L2 Language Learning(3 cr.)</p> <p><b>Options (Select One)</b></p> <p>* TSL 675 : English Grammar: Analysis &amp; Pedagogy(3 cr.) * LIN 516: Grammatical Typology</p>
<p><b>Summer II</b></p> <p>TSL 697: ESL Teaching Internship (9 cr.)</p>

**Table Two: TESL MA Curriculum and Sequence**

**N.B.** One course in the fall and spring is designated as a *practicum course* and is structured to place students in educational settings where they can observe, tutor and teach ESL students. In the above course sequence, the fall practicum course is one of the teaching methods courses (MCL/SPA 655 or MCL 610); the spring practicum course is the literacy course (TSL 560).

**New Courses:** The following seven courses will be created to support the TESL curriculum offerings:

MCL 575:	Introduction to Linguistics for Teachers
TSL 560:	Literacy Development in the ESL Classroom
MCL 665:	Second Language Curriculum & Assessment
MCL 690:	Culture, Cognition and Second Language Learning
TSL 675:	English Grammar: Analysis & Pedagogy
TSL 697:	ESL Teaching Internship
MCL 517:	Second Language Acquisition

These courses are designed to reflect the design principles of inquiry, reflective practice and experiential learning.

**Inquiry:** Research must be a primary organizing feature of any academic program and it is central to the TESL curriculum. While all courses will draw upon relevant theory and research, two courses are primarily driven by research interests. The Second Language Acquisition course (MCL 517) focuses students on current research methodologies and findings in language development. The course, Culture, Cognition and Second Language Learning (MCL 690) is an “action research” course which requires students to collect data on their own teaching practices as a way to examine and challenge their conceptions of teaching and learning of a second language in a classroom setting.

**Reflective Practice:** All TESL courses require students to reflect upon their understanding of educational practices, in light of research, theory and personal experiences. However, because not all students are naturally reflective, three courses prepare students for the role of reflective practitioner. The two teaching methods courses (MCL 510 and MCL 610) provide opportunities for students to learn about and engage in reflective practices as they analyze lesson plans and their own teaching. The ESL teaching internship (TSL 697) will have reflective practice at its core as student teachers will be required to show clear evidence of reflection and intelligent action as they grapple with the complexities of teaching and learning in their own classrooms.

**Experiential Learning:** The TESL program is infused with opportunities for experiential learning. Students are required to complete two ESL teaching practica (MCL 610 and TSL 560) that engage students in the experiential learning cycle and are designed to prepare students for a successful teaching internship. In addition, the two methods courses (MCL 510 and MCL 610) are built around a series of in-class language learning experiences that provide an experiential basis for the teaching methods studied.

**Curriculum Map:** The core courses in TESL will *introduce*, *emphasize* or *reinforce* one or more of the five Student Learning Outcomes, based upon the TESOL Standards. Student Learning Outcomes map on to the courses in the curriculum as represented in Table Three.



**KEY:** I = introduce E = emphasize R = reinforce

Student Learning Outcomes	M510	M517	M575	T560	M610	M665	T675	M690	T697
<b>Language &amp; Learning</b>	<b>I</b>	<b>E</b>	<b>E</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>E</b>	<b>R</b>
<b>Culture</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>R</b>
<b>Planning, Implementing &amp; Managing Instruction</b>	<b>E</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>E</b>	<b>E</b>	<b>R</b>	<b>R</b>	<b>E</b>
<b>Assessment</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>R</b>	<b>R</b>	<b>E</b>
<b>Professionalism</b>	<b>I</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>R</b>	<b>E</b>	<b>E</b>

**Table Three:** TESL MA Curriculum Map

### **TESL Faculty of Record**

The TESL Faculty of Record committee meets once per semester (or more often as needed) in order to review and propose changes to program policies, procedures and curriculum for the TESL Graduate Certificate Program. The committee consists of UK faculty who are knowledgeable about second language teaching and teacher education and teach in the TESL program. The program director nominates faculty for a two-year term to MCL's executive committee and the executive committee presents the committee members' credentials to the full department for approval and the appointment of the committee chair.

The proposed committee for 2013-15 consists of the following faculty:

- Francis Bailey (Director of TESL Program)
- Stayc Dubravac (DGS for MATWL Program in MCL)
- Alan Brown (Faculty, Hispanic Studies)
- Kristen Perry (Faculty, Curriculum & Instruction, COE)

### **Section 5: Admission & Graduation Criteria**

Applicants to the TESL program will include individuals who are:

- fluent speakers of English
- hold the equivalent of a Bachelor's degree
- MA graduates from the University of Kentucky or another university
- currently enrolled in a UK world language or education program
- classroom teachers seeking professional development
- second-career professionals
- international students

## Admission Requirements

1. minimum 2.75 overall undergraduate GPA, and a minimum 3.0 GPA in any previous graduate work
2. GRE exam scores
3. For native speakers of English: Evidence of four semesters of college level instruction in a second language, or its equivalent<sup>14</sup>
4. For non-native speakers of English: Applicants who are native speakers of a language other than English must demonstrate proficiency in English with a rating of a TOEFL iBT score of 88<sup>15</sup>
5. completion of application questionnaire<sup>16</sup>
6. entry level portfolio
  - + university transcripts
  - + résumé
  - + autobiographical statement
  - + documentation of basic technology skills
  - + identification of focal ESL/EFL teaching context
7. 3 letters of recommendation
8. interview by a member of the program faculty

## UK CURRICULUM CONTRACT

### MASTER OF ARTS IN TEACHING ENGLISH AS A SECOND LANGUAGE

**Name:** \_\_\_\_\_

**SS#:** \_\_\_\_\_

**Advisor:** \_\_\_\_\_

**Date admitted:** \_\_\_\_\_

---

<sup>14</sup> Candidates can meet this requirement by documenting their study and proficiency in a second language, outside the college classroom.

<sup>15</sup> Equivalent score of 573 (Paper-based Test) or 230 (Computer-based Test)

<sup>16</sup> The questionnaire asks applicants to provide an academic writing sample and a statement on their reasons for applying to the UK TESL program and their long-term professional goals.

	<b>TITLE</b>	<b>SEMESTER</b>	<b>HR</b>	<b>DATE COMPLETED</b>
<b>A</b>	<b>Pedagogy</b>  MCL 510: L2 Teaching Methods: Young Ss & Beg. Level Ss  TSL 697: ESL Teaching Internship  <b>Options:</b> Select one:  MCL/SPA 655: Theory and Practice of Second Language Teaching  MCL 610: L2 Teaching Methods: 9-12, Adult & Adv. Ss			
<b>B</b>	<b>Language</b>  MCL 575: Introduction to Linguistics for Teachers TSL 560: Literacy Development in the ESL CR MCL 665: L2 Curriculum & Assessment  <b>Options:</b> TSL 675: English Grammar: Anal. & Ped. LIN 516: Grammatical Typology			
<b>C</b>	<b>Learning</b>  MCL/LIN 517: Second Language Acquisition MCL 690: Culture, Cognition and L2 Learning  <b>Options: Select one</b> * 500/600 level courses from Education, Linguistics, MCL			
<b>D</b>	<b>TSL:697: ESL Teaching Internship</b>			
<b>E</b>	<b>Exit Portfolio</b>			
<b>F</b>	<b>Other Requirements</b>  + Entrance Assessment + Review 1: + Review 2: + Review 3:			
	<b>Summary</b>		<b>36</b>	

**1. Numeric Data**

Undergraduate GPA : _____	GRE Scores _____
TESL Program GPA : _____	TOEFL Score (if applicable) _____

**2. Degree Candidacy :** \_\_\_\_\_

**3. Portfolio Requirement :** \_\_\_\_\_

**4. Time Limit :** \_\_\_\_\_ years

## **Section 6: Continuous Assessment Plan for the TESL MA Program**

### **Overview**

Assessment plays a vital role in the TESL program at two levels: candidate performance and program effectiveness. Once admitted to the MA program, students will undergo multiple and varied assessments to monitor their development as competent and skilled teaching professionals. Similarly, the TESL program will conduct a variety of program assessments each year in order to evaluate program effectiveness. This information will be analyzed and used to further develop the program.

### **Student Assessment: Three Candidate Reviews**

After admission to the program, candidates must continue to exhibit desirable characteristics to remain in the program. If candidates demonstrate a lack of commitment, effort, professional behavior, knowledge, or teaching skills, they may be removed from the program until these characteristics are demonstrated. In order to assess candidates' status within the program and to identify and address problem areas, the program will formally evaluate each candidate three times. Specific evaluation criteria include the following:

- grade point average of 3.0 for MA program courses;
- adherence to the University Code of Conduct;
- appropriate participation in program courses, teaching practica and internship; and
- adequate progress in building the portfolio.

**Review 1: Initial Evaluation:** Upon completion of 12 - 15 credits of TESL course work, candidates are required to meet their faculty advisor for an evaluation; they will submit their revised portfolios as part of the review process.

**Review 2: Pre-Internship Evaluation:** Candidates must complete a successful evaluation and secure a recommendation by the program faculty to be eligible for supervised teaching. Prior to supervised teaching, each candidate is asked to provide evidence to demonstrate the acquisition of skills related to teaching ESL and to document progress in any identified problem areas. This evidence is documented in the portfolio.

**Review 3: Exit Evaluation:** Upon successful completion of their teaching internship, candidates submit their portfolio for a final review. A faculty recommendation is required for completion of the program.

### Portfolio<sup>17</sup>

The portfolio is designed to document the professional competence of a TESL candidate. Candidates will select and display evidence that they have met the UK TESL Program Requirements and TESOL Standards. An initial portfolio is submitted as part of the program application process. After admission, candidates must continuously update and revise their portfolios. The portfolio is central to all three candidate evaluations. The portfolio is submitted for final evaluation at the end of the teaching internship, as a graduation requirement.

The exit portfolio should have the *UK TESL Program Requirements and TESOL Standards* as its primary organizing feature and must contain the following documentation:

- title page
- table of contents
- résumé
- TESL MA transcript
- statement of teaching philosophy
- UK TESL Program Requirements & TESOL Standards<sup>18</sup>
  - + evidence that candidate has met the program's 5 Domain Standards
  - + evidence of the ability to use inquiry to aid their own professional development
  - + evidence of being a reflective practitioner
  - + documentation of an ESL curriculum unit plan
  - + documentation of three connected lesson plans, with reflective analysis and method(s) of assessment
- Appendix: Additional work the candidates deem important including ESL class materials and ESL student work, letters of reference, supervisor's reports,

---

<sup>17</sup> The portfolio must be in electronic form. However, the documentation selected for the portfolio can include video discs, paper documentation, and classroom-related realia.

<sup>18</sup> TESOL Standards Rubrics are used to assess portfolio entries in each of the five domains.

documentation of relevant professional experiences prior to enrolling in TESL program

### **Program Assessment**

It is important that the program collect data that will allow us to assess the effectiveness of the program in ESL teacher preparation and also to improve the ways that we collaborate with other UK department faculty as well as the teachers and administrative staff of the ESL teaching practica and internship sites. We propose to collect information on program quality from the following involved parties:

1. Candidate Program Feedback: Students enrolled in the TESL MA program complete questionnaires as a part of the three candidate reviews.
2. Supervisor Feedback: Faculty supervisors complete a questionnaire at the completion of their ESL internship/practicum course documenting the effectiveness of the candidates whom they supervised.
3. Cooperating Teacher Feedback: Teachers in school settings who work with the candidates complete a questionnaire at the conclusion of the ESL internship or practicum course.
4. Administrator Feedback: ESL Administrators working with the program in order to place and monitor candidates in classrooms complete a questionnaire at the completion of the ESL internship or practicum course.
5. TESL Alumni Feedback: Two years after leaving the program, all TESL MA alumni are surveyed to determine employment status and level of satisfaction with their preparation for the ESL teaching profession.

## **Section 7: UK TESL Program Requirements & TESOL Standards<sup>19</sup>**

The following are the TESOL professional standards used to guide program curriculum design and the assessment of candidates. Each domain has a rubric which can be used to evaluate candidate portfolios and performance in the ESL practica and internship.

### **Domain 1: Language & Learning**

*Standard 1.a. Language as a System:* Candidates demonstrate a conscious understanding of the English language as a linguistic system as well as a tool for social and cognitive functioning; this

---

<sup>19</sup> The TESOL Standards (2011) have been adopted for the TESL program as “state of the art” but adapted in order to better reflect the specific nomenclature and goals of the UK TESL MA Program.

includes knowledge of English phonology, morphology, syntax, pragmatics and semantics. Candidates demonstrate a high level of competence in helping ELLs as they acquire English language and literacy skills for social, professional and/or academic purposes.

*Standard 1.b. Language Acquisition and Development:* Candidates understand and apply theories and research in language acquisition and content development to support their ELLs' English language and literacy learning and/or content-area achievement. They also demonstrate the ability to inform their teaching practices through the study of cognitive and social learning research and theories and the use of inquiry into specific teaching contexts.

## **Domain 2: Culture**

*Standard 2. Culture as It Affects Student Learning:* Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups, cultural processes and individual cultural identities affect language learning and school achievement and use this knowledge to construct learning environments that support ELL's cultural identities, participation in meaningful social communities, language and literacy development, and/or academic area achievement. They are able to use this knowledge to inquire into and document a specific cultural context for ESL teaching in terms of institutional structure and norms, curriculum and assessment, teaching "best practices" and the backgrounds and needs of students.

## **Domain 3: Planning, Implementing, and Managing Instruction**

*Standard 3.a. Planning for Standards-Based ESL and Content Instruction:* Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and/or content curriculum.

*Standard 3.b. Implementing and Managing 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. Candidates are knowledgeable about curricular options and are able to create and use both language and content objectives.

Candidates understand that classroom teaching involves relationship building with (and among) learners and are skilled in creating productive and supportive classroom relationships. Candidates support academically oriented ELLs access to the core educational curriculum by teaching language through academic content.

*Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction:* Candidates are familiar with a wide range of second language curricular approaches and standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and/or content teaching.

**Domain 4: Assessment**

*Standard 4.a. Issues of Assessment for English Language Learners:* Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

*Standard 4.b. Language Proficiency Assessment:* Candidates know and can use a variety of standards-based language proficiency evaluation instruments to show language growth and to inform their instruction. They demonstrate understanding of assessment instruments for identification of ELLs, placement, and reclassification of ELLs.

*Standard 4.c. Classroom-Based Assessment for ESL:* Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction in the classroom.

**Domain 5: Professionalism**

*Standard 5.a. ESL Research and History:* Candidates demonstrate knowledge of history, research, public policy, and current practices in the field of ESL teaching and apply this knowledge to inform teaching and learning and demonstrate leadership on these issues in their institutions and professional communities;

*Standard 5.b. Professional Development, Partnerships, and Advocacy:* Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs. Candidates demonstrate the characteristics of a "reflective practitioner," through inquiry into their own teaching practices. Candidates are able to use supervisory and student feedback and their own inquiry and reflective practices to provide a respectful and supportive classroom setting and inform and improve their teaching practices.

*Standard 5.c.: Professional Code of Ethics<sup>20</sup>:* Candidates should strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach. Candidates should believe in the worth and dignity of each human being and in educational opportunities for all. Candidates should strive to uphold these ethical responsibilities to students, parents, and the education profession.

---

<sup>20</sup> This section has been adapted from the "Professional Code of Ethics for Kentucky School Certified Personnel."



**From:** McCormick, Katherine  
**Sent:** Monday, November 12, 2012 9:23 AM  
**To:** Hippisley, Andrew R; Olster, David M; Fawson, Parker  
**Cc:** Reese, Robert J  
**Subject:** FW: Masters and courses from Francis Bailey before Graduate Council

Dear David and Andrew. We have determined that the courses proposed by Dr. Francis Bailey and presented to the Graduate Council by you during our last meetings are NOT in conflict with courses/interests of the College of Education. We've asked Dr. Parker Fawson (Chair of Curriculum and Instruction) to send you a memo/letter stating that the proposed courses and program are not in conflict with courses offered by the College of Education. Sorry to be late in getting this to you, it has taken a bit of conversation to get to this point.

K

Katherine M. McCormick, Ph.D.  
Professor, Interdisciplinary Early Childhood Education  
James W. & Diane V. Stuckert Endowed Professorship in Service-Learning  
126 Taylor Education Building  
University of Kentucky  
Lexington KY 40506-0001  
859.257.9573  
[kmcco2@uky.edu](mailto:kmcco2@uky.edu)



November 14, 2012

Francis Bailey, Ed.D.  
Director of TESL MA Program  
Associate Professor

Dear Dr. Bailey,

I have consulted with faculty in the Department of Curriculum and Instruction regarding your new graduate program in Teaching English as a Second Language (TESL). Faculty were supportive of your proposal and are appreciative of the work you and others are doing to move TESL forward. Please let us know how we can help going forward.

Sincerely,

A handwritten signature in black ink that reads 'Parker C. Fawson'.

Parker C. Fawson, Chair  
Department of Curriculum and Instruction



College of Arts and Sciences  
Office of the Dean  
202 Patterson Office Tower  
Lexington, KY 40506-0027  
859 257-8354  
fax 859 323-1073  
www.as.uky.edu

April 03, 2012

Hollie Swanson, Chair  
University Senate  
203 Main Building  
Lexington, KY 40506-0032

Dear Dr. Swanson:

I am pleased to indicate my approval of the **Teaching English as a Second Language (TESL) Masters Program** proposal. The enclosed proposal has been carefully vetted by the college's Educational Policy Committee in close consultation with the Dean's office. It is the result of broad reflection and much discussion. The College has sufficient resources in place to fully support the proposed program, and is, moreover, committed to fostering their growth over time. These are well-established degrees at our benchmark institutions, and their establishment at UK would be a worthy achievement.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark Lawrence Kornbluh". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Mark Lawrence Kornbluh  
Dean

MLK: aml

cc: Anna Bosch, Associate Dean for Undergraduate Programs  
Betty Lorch, Associate Dean for Research and Graduate Programs  
Ted Schatzki, Associate Dean for Faculty  
Jeffory Clymer, Chairperson, Department of English

Dear Dr Bailey,

The Linguistics Program welcomes and supports this initiative. Our 500 level courses contains linguistics majors and minors but also attract students outside the minor. For example, LIN 512 regularly has Philosophy graduate students. Linguistically engaged TESL graduate students would be a welcome addition to all three classes. I should caution that LIN 516 is less about English and more about grammatical features that operate in different and similar ways across a range of languages. The other two will be informative about the structure of English and variability within English.

Best wishes,

Andrew

Dr Andrew Hippiisley  
Professor of Linguistics  
Linguistics Program Director  
Department of English  
1377 Patterson Office Tower  
University of Kentucky  
Lexington, Kentucky 40506-0027 USA  
andrew.hippiisley@uky.edu  
+1-859 2576989  
fax (859) 323 1072