



College of Letters and Science
Office of the Dean

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TO: Dev Venugopalan
Associate Vice Chancellor, Academic Affairs

FROM: Scott V. Gronert
Dean

DATE: October 15, 2018

RE: Recommendation of the L&S Faculty, the L&S Academic Policies and Curriculum Committee, and the Faculty of the Department of Linguistics to Authorize the Implementation of a Master of Arts in Teaching of English as a Second Language (TESOL) and Applied Linguistics

At its meeting of February 5, 2016, the L&S Faculty recommended approval of the authorization to implement a Master of Arts in TESOL and Applied Linguistics, referred to the Faculty by the L&S Academic Policies and Curriculum Committee. The request arises from a clear need for highly-qualified personnel in the field of adult TESOL and student demand for professional graduate degree programs. Enclosed please find a revised copy of the Authorization to Implement approved as L&S Fac. Doc. No. 987. The only revisions that are included are those to adjust the curriculum to fit Higher Learning Commission's requirement of a minimum of 15 credits in graduate-only coursework. All other details remain the same.

I endorse the Faculty's recommendation to implement this new degree program and look forward to further action on this proposal as soon as possible. If you have any questions concerning this matter, please feel free to contact Assistant Dean Mike Darnell or me.

SVG:md
Enclosure

cc: Associate Vice Chancellor Dev Venugopalan
Professor James Moyer, Associate Dean
Professor Sandra Pucci, Chair, Department of
Linguistics Program Assistant Cheryl Andres, Academic
Affairs Assistant Dean Mike Darnell, L&S

**REQUEST FOR AUTHORIZATION TO IMPLEMENT A
MASTER OF ARTS
IN THE TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES AND
APPLIED LINGUISTICS
AT UW-MILWAUKEE
PREPARED BY UW-MILWAUKEE**

ABSTRACT

The University of Wisconsin-Milwaukee proposes to establish a Master of Arts (MA) in the Teaching of English to Speakers of Other Languages (TESOL) and Applied Linguistics. The development of the program responds to an increasing demand for teachers of English as a Second Language in Wisconsin as well as other parts of the country and world. Establishing the program at University of Wisconsin, Milwaukee will provide students with access to a graduate program in an area of high need. Graduates will be well-equipped to teach and work in TESOL environments, both in the United States and abroad, with adults studying English as an additional language. The program will be comprised of 33 credits which will include a final field-based practicum.

PROGRAM IDENTIFICATION

Institution Name

University of Wisconsin-Milwaukee

Title of Proposed Program

Master of Arts in TESOL and Applied Linguistics

Degree Designation

Master of Arts

Mode of Delivery

Single institution, hybrid

Projected Enrollments by Year Five:

By the end of year five, it is expected that 40 students will have enrolled in the program and that approximately 28 students will have graduated from the program.

MA TESOL	Year 1	Year 2	Year 3	Year 4	Year 5
New admissions	8	8	8	8	8
Continuing	4	8	8	8	8
Graduating	4	6	6	6	6
Graduated (total)	4	10	16	22	28

Tuition Structure

For students enrolled in the TESOL and Applied Linguistics MA program, standard tuition and fees will be charged. For the current academic year, the residential tuition and segregated fees total \$5,941.81 per semester for a full-time student. Of this amount, \$748.45 is attributable to segregated fees.

Department or Functional Equivalent

The proposed program will reside in the Department of Linguistics.

College, School, or Functional Equivalent

The proposed program will be housed within the College of Letters and Science.

Proposed date of implementation

January, 2019

INTRODUCTION

Rationale and Relation to Mission

The request for authorization to implement an MA in TESOL and Applied Linguistics arises from 1) a clear need for highly-qualified personnel in the field of adult TESOL and 2) student demand for professional graduate degree programs. Although there are several programs in the state of Wisconsin leading to K-12 ESL licenses required to teach school-aged populations, there is no graduate TESOL degree that focuses specifically on adult/university education. This program will fill that void. The Department of Linguistics is well positioned to offer this degree; The undergraduate and graduate adult/university certificates in TESOL are already housed there.

The University of Wisconsin-Milwaukee Select Mission Statement includes the following academic goals that this program will address: “(a) To develop and maintain high quality undergraduate, graduate and continuing education programs appropriate to a major urban doctoral university... (d) To attract highly qualified students who demonstrate the potential for intellectual development, innovation, and leadership for their communities. . . (f) To establish and maintain productive relationships with appropriate public and private organizations at the local, regional, state, national, and international levels...(g) To promote public service and research efforts directed toward meeting the social, economic and cultural needs of the state of Wisconsin and its metropolitan areas...”

The proposed MA in TESOL and Applied Linguistics will address these goals in the following ways:

1. Prepare graduates to work in a variety of adult/university TESOL environments, and position them to obtain employment and advance in their current and/or future careers
2. Increase the university’s access to a wider pool of graduate students
3. Better articulate with instructional English as a Second Language (ESL) programs already in existence at UWM
4. Foster meaningful, productive professional partnerships with organizations and institutions in the Milwaukee area and beyond in order to meet the needs of adults learning English
5. Better articulate with organizations and institutions outside the US, through mutually

beneficial international partnerships

Need as Suggested by Current Student Demand

The field of TESOL and Applied Linguistics is attracting an increasing number of students. The Department of Linguistics Academic Department Associate and the TESOL certificate program coordinator (Sandra Liliana Pucci) log 3-6 inquiries a week via email and telephone from current students as well as individuals outside the university. About half of these inquiries are related to our current efforts to create a new MA.

Many of our current certificate students are either undergraduate or graduate students in Linguistics. According to data gathered by the Department of Linguistics and Graduate School, within the last six years, 20 Linguistics MA and PhD students have added the certificate program to their studies, along with an additional 20 from other graduate programs, as well as non-degree graduate students. Some students come to our department specifically looking for an MA TESOL, but enroll in the general Linguistics MA program, taking advantage of the TESOL transcript designation or certificate. Other students come from outside the university enrolling as either undergraduate special or non-degree graduate students. Although enrollment in the certificate is healthy, the demand for a visible, designated MA degree is clearly present.

The new MA will act as a consolidating mechanism for non-degree and other graduate students whose primary interest is TESOL. Currently, we have an adult/university certificate program in TESOL, both at the undergraduate and graduate levels, and a transcript designation in TESOL in our Linguistics MA program. As soon as the new MA in TESOL and Applied Linguistics is admitting students, both the graduate version of the certificate and the transcript designation on our existing MA may be phased out.

Need as Suggested by Market Demand

National, regional, and state

This section will proceed as follows: First, we will discuss general trends in the field of TESOL, examining the local context. We will then review data on existing MA TESOL programs, which demonstrate the increasing demand for highly qualified instructors. We also review data from international organizations such as TESOL.org and MLA.org (Modern Language Association), which provide information both on graduate programs and job demand. Next, we will look at national and state data on TESOL job projections, which give information on 2014-2024 trends in the field. Finally, we will provide information on job demand overseas.

General trends in the field

Changing demographics nationally and in the state of Wisconsin reveal a growing number of immigrant and refugee adults seeking ESL education. In the Greater Milwaukee Area alone there are at least ten community agencies and six local school districts offering adult ESL programs. Milwaukee Area Technical College (MATC) and Waukesha County Technical College (WCTC) are major providers of ESL courses for the “general” adult population as well as for English language learners (ELLs) aspiring to transfer to four-year institutions. Throughout Wisconsin smaller four year colleges and universities are establishing or have already established ESL programs for their growing ELL populations. The Milwaukee School of Engineering (MSOE) began an Intensive English Program (IEP) three years ago. Concordia University recently started a similar program and has already contacted our TESOL certificate director looking for potential instructors. These developments highlight the immediate need for qualified

personnel.

Institutions of higher education and technical colleges housing ESL programs require their instructors to have specialized coursework in TESOL, and they require, or very strongly prefer, candidates with a graduate degree. For example, the Wisconsin Technical College System (WTCS) requires a minimum of 20 credits for a “provisional” ESL license and another 10 to clear remaining requirements. An MA in TESOL and Applied Linguistics would enable students to fully meet these criteria, allowing them to apply to relevant positions already having qualified for the license. This is in line with the majority of technical and community colleges throughout the nation. Ongoing conversations with ESL personnel at WTCS and MATC have been very positive, and they welcome the development of our new degree. Furthermore, an MA TESOL is generally required to teach in any university-based Intensive English (IEP) or English for Academic Purposes (EAP) program.

An MA in TESOL and Applied Linguistics will give students interested in teaching abroad expanded career options, making them competitive on the international English as a Foreign Language (EFL) market, including opportunities for university teaching. This degree also will serve expatriate ESL/EFL teachers working outside the US who may return to complete an MA degree that is needed for career advancement. Finally, the MA in TESOL and Applied Linguistics will have the potential to attract international students who work as TESOL professionals in their home countries. Over the last five years, the certificate coordinator and Academic Department Associate have received approximately one inquiry per week from prospective international students. Although there is significant interest, without being admitted to a degree program, foreign nationals are unable to attend a US university. The establishment of the new MA will open the door for this population.

Data from professional organizations

From 2015-2017 the Modern Language Association (MLA) has listed 144 PhD level positions for those with expertise in TESOL, with job descriptions indicating that successful candidates will run MA TESOL programs. TESOL.org, the premiere organization in the field, has a partial list of MA TESOL programs throughout the world, but this is not comprehensive, as the programs are advertising on their site. However, they also have official documents and position papers regarding choosing a MA program, and the value of the MA TESOL as a degree. Their jobs list at the time of writing shows 87 jobs listed by 63 prospective employers. Schools and universities both nationally and internationally advertise multiple positions. ESL instructor positions at universities typically require an MA. Approximately half of the 87 jobs were for university instructors or director positions requiring an MA TESOL.

AcademicKeys.com is a recognized, reputable clearing house for academic employment. They maintain 18 discipline-focused sites serving many sectors of the academic community. Numerous universities post available jobs with this organization, which distributes weekly e-mail alerts for positions in all fields of higher education. From January to May of 2018, 37 TESOL positions have appeared in their alerts. Many are here in the US, and range from faculty positions running MA TESOL programs, university-based ESL instruction, as well as positions in various technical colleges. Their international clientele has listed positions in Kuwait, China, Pakistan, Vietnam, and Saudi Arabia. All of these jobs require an MA TESOL or the equivalent.

US Bureau of Labor Statistics

The US Bureau of Labor Statistics does not have a separate classification for post secondary/adult ESL education instructors. There are two official categories under which these individuals fall. The first of these categories is termed “Adult Basic and Secondary Education and Literacy Teachers and Instructors,” defined as those who “teach or instruct out-of-school youths and adults in remedial education classes, preparatory classes for the General Educational Development test, literacy, or English as a Second Language. Teaching may or may not take place in a traditional educational institution.” Details for Wisconsin show that the mean annual wage is \$48,300 (mean national average wage \$50,650), and that the employment ratio per 1000 is 0.23. This category has an optimistic employment projection. 2014-2024 employment projections will increase from 77,500 jobs to 83,000, yielding an increase of 5,500, or 7.1%. The overall job estimate increase, due to growth and replacement is 20,100. However, these positions do not require more than a bachelor’s degree.

The positions which are most pertinent to our new degree are those under the second category, “Education Teachers, Postsecondary.” This category is defined as individuals who “teach courses pertaining to education, such as counseling, curriculum, guidance, instruction, teacher education, and teaching English as a second language.” These are positions which require a Masters degree in the appropriate field. (<https://www.bls.gov/oes/current/oes251081.htm>). Examining the details for the State of Wisconsin, we see that the annual mean wage for this category is \$88,210 (mean annual national wage is \$70,260), and the employment ratio per 1000 is 0.31, very favorable compared to other parts of the country.

2014-2024 employment projections in the category show the following: An increase from 75,700 to 82,500 employed, yielding a net increase of 6,900, or 9.1%. This percentage is higher than the overall estimated national employment growth rate of 6.5%. The overall job opening estimate increase due to growth and replacement needs is reported as 20,300. This constitutes a very strong forecast for potential employment for our graduates.

State of Wisconsin Data

The State of Wisconsin Department of Workforce Development uses the same employment categories as the US Bureau of Labor Statistics. Data for the first category, Adult Basic Education projections 2014-2024 shows an increase in jobs from 1,379 to 1,429, with an overall increase of 3.63%. The “Education Teachers, Postsecondary” category, which requires an advanced degree, shows positions rising from 2,454 in 2014 to 2,553 in 2024, for an increase of 4.03%. Although these projected growths are smaller than national growth projections, they are not below other projections for educational jobs in our state, <http://wisconsinjobcenter.org/labormarketinfo/>, and we will also be preparing candidates to work beyond Wisconsin, nationally and internationally.

Adult Basic Education and English Language services are the statutory responsibility of the Wisconsin Technical College System and its 16 colleges. Although there are no available data on future retirements, the system currently employs 77 full time and 183 part-time ESL instructors. From 2010 to 2016 the system served 56,796 English language learners, with 44,056 of them attending ESL courses (Alejandro Nuñez, Education Director, English Language Learning, WCTS, personal communication).

International language academies

International House, an organization with 158 affiliate schools in 50 countries, regularly

advertises EFL teaching and director positions. Entry level positions minimally require a TESOL certificate and BA, and Director of Studies (DoS) and Director positions require either the Diploma in English Language Teaching to Adults (DELTA), an advanced course through Cambridge University, roughly equivalent to an MA, or more typically, an MA TESOL. The organization has an email alert system. Over the past three months (February-May) over 60 alerts have been posted. The prime hiring season, however, is generally later May and June, when more positions become available. Of the 60 new jobs currently posted on their website, 21 are for Director or DoS positions.

Emerging Knowledge and Advancing New Directions

TESOL is an expanding field. The demand for English language instruction continues to grow around the world, not only in Anglophone countries such as the United States, the United Kingdom, Canada, Australia, and New Zealand, but also in other countries where English has become important cultural capital for academic and career success. Running parallel to this demand is the need for quality preparation of current and prospective TESOL professionals.

The international organization, *Teachers of English to Speakers of Other Languages, Inc. (TESOL)* has provided leadership in the field since 1966. It produces a number of journals, books, position papers, and other publications. It holds an annual conference, and has numerous state and regional affiliates. *TESOL* has consistently been at the forefront of developing standards for teacher preparation and the fostering of professionalism in the field.

Although there is a substantial amount of structure and regulation in K-12 ESL professional licensing, regulation of the field of adult/university TESOL has not been as well delineated. It is only in the past thirty years that professional attention has been focused on teacher qualifications in the adult learning context (*TESOL*, 2008). Much of this has been in response to the increasing demand for EFL teachers abroad and the number of qualified applicants available. It is acknowledged in the field that even a well-established program, such as the University of Cambridge Local Examinations Syndicate (UCLES) Certificate in English Language Teaching of Adults (CELTA), which is a one month, 140 hour course, is only capable of equipping teachers with rudimentary classroom entry-level survival skills.

Along with its sister organization, *TESL Canada*, *TESOL* has worked to raise “buyer beware” consciousness regarding short term “independent” certificate programs (Thomson, 2004). This is an important point to make, as many prospective teacher candidates may gravitate towards quick fixes. *TESOL* points out the difference between university-based training and “independent” organizations, strongly favoring programs housed in accredited, post-secondary institutions.

There are many reasons for this preference. First of all, the field has moved from a technique-oriented approach to a wholistic, reflective perspective. As Hedgcock (2002) maintains, language teacher education should be grounded in a reflective, socioliterate orientation towards theory and practice in order to develop a teacher’s ability to think about their practice both critically and creatively. Rather than narrowly focus on methods and techniques to make candidates “ready” for the classroom, the emphasis has shifted to the building of a professional community of practice in which different spheres of knowledge are interwoven. It is a change from a “training” to an “education” perspective.

The paradigm shift in TESOL calls for a much deeper exposure to applied linguistics and research-based pedagogy than a short course can deliver. As Hedgcock (2002) and many others

have delineated, the primary content areas needed in TESOL preparation programs are: linguistic knowledge and metaknowledge, (i.e. knowledge about language), knowledge of the processes of L2 learning, approaches to classroom learning and instruction, instructional research, i.e. what has been shown to be effective (or not), sociocultural aspects of learner populations, and guided participation, in the form of fieldwork and practicum experiences.

Following from this is the need for highly-qualified personnel to work in such programs. In a survey of TESOL certificate programs, Thomson (2004) notes that programs exemplifying well established core tenets in the field are housed at universities, and have instructors with PhDs in Linguistics or a closely-related field. Furthermore, TESOL acknowledges that although some short term certificates may be adequate to secure initial employment in certain contexts, most positions require longer-term qualifications, such as a Masters degree (TESOL, 2009). The new MA in TESOL and Applied Linguistics will be in line with these principles.

DESCRIPTION OF PROGRAM

General Structure

Our program, for full time students, is designed to be completed in 2 years and consists of 33 graduate credit courses. These 33 credits are broken down into 27 credit hours of coursework, followed by 3 credit hours of project/final paper work, and a 3 credit practicum. See “Program Curriculum” below for more detail. Part time students may require additional time.

Institutional Program Array

In the past, students interested in studying adult/university TESOL and Applied Linguistics at the graduate level had two options within which to pursue this interest: the MA in Linguistics, with a TESOL transcript designation, or the Adult/University-Level TESOL Certificate. The Department of Linguistics has housed and administered both programs since 2010. The new MA will increase the visibility of this academic area and provide a critical graduate degree to current and future TESOL professionals.

Other Programs in the University of Wisconsin System

There is no MA in TESOL and Applied Linguistics concentrating on adult education in the UW System. There are several teacher licensure programs in the System targeting practicing and prospective K-12 teachers of English language learners. The majority of these programs are undergraduate. Additionally, a few programs offer partial graduate credit that eventually may lead to a Masters degree in an educational area. UW-River Falls’ School of Education offers an MA in TESOL as an option with or without K-12 teacher licensure. It focuses on K-12 as well as adult basic education.

The Linguistics Department at the University of Wisconsin-Madison admits students only to their PhD program, though students may earn the MA along the way. The website for the Department of Linguistics at the University of Wisconsin-Madison emphasizes its focus on preparing students for research in three areas: Formal theories of linguistics, articulatory and experimental phonetics, and American Indian languages. UW-Madison’s Department of English offers an MA in Applied English Linguistics with a large variety of coursework options, including TESOL. However, there is no program focusing specifically on TESOL at the adult level.

Collaborative Nature of the Program

Linguistics faculty members have a long history of involvement in, and collaboration with, other programs, most notably the Master of Arts in Language, Literature, and Translation (MALLT), and other units, including the Departments of Educational Psychology and Curriculum and Instruction in the School of Education.

The MA in TESOL and Applied Linguistics program will collaborate directly with the language education faculty members in the Department of Curriculum and Instruction (C&I). Two of their courses will be listed as electives in our program. Furthermore, we have agreed to jointly offer CURRINS 655: Educational Applied Linguistics. This course will be required in our new program. Faculty members in C&I currently are updating their licensure programs, so we will participate in redesigning this course to meet the needs of both student populations. As a joint offering, we will alternate teaching it. We also will offer students the opportunity to take an elective course in adult education or communication science disorders.

Diversity

The MA in TESOL and Applied Linguistics will have the potential to attract international individuals who work as TESOL professionals in their home countries. Over the last five years, the certificate coordinator and Department Associate have received approximately one inquiry per week from prospective international students. Although there is significant interest, without being admitted to a degree program, foreign nationals are unable to attend a US university. The establishment of the new MA will open the door for this population.

The Linguistics faculty welcomes and encourages applicants from diverse backgrounds, especially those who historically have been under-represented in our field. Recruitment initiatives will pay special attention to attracting minority, female, and economically disadvantaged applicants from the U.S. and abroad.

Program Objectives and Student Learning Outcomes

The MA in TESOL and Applied Linguistics has three primary program goals (G), achieved through six student learning outcomes (SLOs):

G1 Linguistic knowledge and tools: Equip students with the linguistic knowledge and skills necessary to analyze learners' second language acquisition processes, solve language acquisition problems, and design research-based instructional programs and interventions in order to improve outcomes for adult English language learners.

G2 Exposure to the Field: Enable students to make meaningful contributions to the TESOL community by providing direct exposure to various teaching and learning contexts through practical experiences.

G3 Communication skills: Enable students to participate in the key debates in TESOL, and the discipline of applied linguistics more broadly, and demonstrate the ability to produce scholarship.

SLO1: Theoretical and research knowledge central to TESOL: Students will be able to apply knowledge of and identify relevant areas of core linguistics, theories of second language acquisition, the development of bilingualism, and be well informed of relevant research in these areas.

SLO2: Critical Pedagogical Knowledge: Students will design and evaluate curriculum,

lessons, pedagogical materials, and assessment tools, and implement them in a culturally relevant way, according to the needs of a specific population of learners.

SLO3: Linking of theory, research, and practice: Students will assess research-based approaches to teaching a second language, and be able to articulate their own philosophy of teaching, explaining the learning theories and evidence upon which it is based.

SLO4: Effective Group Facilitation and Oral Communication: Students will facilitate effective group communication and problem solving processes, communicating confidently and effectively with both their professional community of practice and diverse groups of English language learners.

SLO5: Project design: Students will be able to design and conduct small research and/or curricular application projects, clearly articulating the questions under investigation, conducting a relevant literature review, choosing appropriate methodology, using relevant analytic tools, and be able to report results with clarity and accuracy.

SLO6: Written communication: Students will be able to convey ideas in a clear, organized, and accurate manner. Writing will be of professional quality and follow LSA, ASA, or other style guidelines.

Assessment of Objectives

Rubrics will be used to gauge how students are meeting learning outcomes. Evaluation tools will consist of examinations, analysis of data sets, data collection projects, oral presentations, curriculum design projects, reflective journals, supervisor evaluations, written essays, and a final project.

Assessment of at least one student learning outcome will be conducted each year. Assessment results will determine if and which changes are made to the program so that the program meets and exceeds TESOL standards. In addition to learning outcomes, the program will review its success in meeting the needs and expectations of students; its effectiveness at contributing intellectually to the field; and its integration of diversity across the program and throughout cohorts of students. Enrollment statistics, student grades, student/graduate evaluations, Advisory Committee critique, practicum site consultations, and surveys of employers of graduates will provide data to guide such program adjustments. Courses, practica, and seminars as well as recruitment and advising techniques will be adjusted to further the success of the program and its students.

Program Curriculum

33-credit minimum, which includes 10 required core courses and one optional course:

Required courses:

Linguis 410: Literacy, Grammar, and Methodologies in ESL Education

Linguis 766: Theories of Second Language Acquisition

Linguis 750: General Phonetics and Phonetics Practicum

Linguis 761: Introduction to Phonology

Linguis 764: Introduction to Syntax

Linguis 767: Methodologies and Approaches in Adult/University-Level TESOL

Linguis 567: Materials for ESL Instruction

Linguis 789: Practicum in Teaching ESL to Adult Learners

Linguis 888: Candidate for Degree (Applied Linguistics Capstone)

CurrIns/Linguis 655: Applied Educational Linguistics (Linguis 655 under development)

One elective, to be chosen from the following:

Ad Ldsp 757: Principles and Foundations of Adult Education

CurrIns 503: Assessment Issues in Language Education

CurrIns 542: History and Politics of Second Language Education

ComSDis 711: Applied Speech Science

Linguis 466: Semantics

Linguis 520: Advanced Second Language Acquisition: (Subtitle)

Linguis 570: Issues in Bilingualism

Linguis 430: Language and Society

Linguis 708 Proseminar in Linguistics

Linguis 806: Seminar in Linguistics: (Language Acquisition topic)

As with admission to our other graduate programs in Linguistics, admission to the MA in TESOL and Applied Linguistics program will depend on the education, skills, experience, past academic performance, and interests of the student. The Department of Linguistics faculty will review each application to determine whether a student is qualified and ready for the program. In addition to fulfilling graduate school requirements for admission, students must provide the following materials:

- Three letters of recommendation from persons familiar with the applicant's academic or professional work;
- A writing sample demonstrating the applicant's critical thinking, research, and writing skills;
- A current resume that clearly articulates the applicant's professional, international, and intercultural experiences as well as language exposure and proficiencies.

Projected Time to Degree

Full-time students will be able to complete the MA in TESOL and Applied Linguistics in approximately four semesters with a course load of 6-9 credits per semester. Part-time students will vary in their completion times, but should complete within four to eight semesters.

Program Review Process

The Graduate School at the University of Wisconsin-Milwaukee conducts a ten-year review of programs according to a regular schedule.

Institutional Review

The faculty of the Department of Linguistics conducts regular reviews of its mission and learning outcomes and will assess its success in meeting those outcomes with the new MA in TESOL and Applied Linguistics. Five years after its implementation, the Department will conduct a five-year self-study that includes assessment of the program. Two outside reviewers will be invited to campus to examine both the program and the Department's policies and procedures related to the MA in TESOL and Applied Linguistics. After receiving the report of the outside reviewers, the Department and Advisory Committee will develop specific plans for altering policies, procedures, and program structure as is necessary.

Accreditation

There is no accreditation requirement for a Master of Arts in TESOL and Applied Linguistics, nor are there certification requirements for students who focus on adult-level TESOL.

DRAFT