The Master of Arts Degree Program in Teaching International Languages

International Languages for a World Class Education

Department of International Languages, Literatures, and Cultures
College of Humanities and Fine Arts
California State University, Chico
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The Master of Arts Degree in Teaching International Languages

Program Mission Statement
The Master of Arts Degree in Teaching International Languages fosters the study of languages as an integral part of a world-class education in a global society.

The program . . .
• Promotes the development of knowledgeable, reflective, inquiry-oriented professionals prepared to teach English to Speakers of Other Languages (TESOL) and foreign languages.
• Promotes the development of educators who use curriculum, assessment, and professional standards in foreign languages and TESOL to guide effective practice.
• Prepares language professionals for a broad spectrum of cultural contexts and instructional settings in the United States and abroad.
• Enables students from all nations to fully participate in the multilingual, interdependent communities of the twenty-first century.
• Serves as a pre-doctoral preparation program for language educators.

Guiding Principles
The program draws upon a philosophical foundation based on the knowledge, skills, attitudes, and values that characterize professional practice at its best. This foundation is encompassed within the five core propositions defined by the National Board for Professional Teaching Standards. These have been adapted to serve as guiding principles for language educators in the program.

The program strives to prepare language teachers that . . .
1. Are committed to students and their learning.
2. Know the language(s) they teach and know how to teach language.
3. Know the culture(s) of the language(s) they teach and know how to teach culture as an integral part of language learning.
4. Are responsible for planning, managing, and assessing student learning.
5. Think systematically about their practice and learn from experience.
6. Are lifelong learners and members of learning communities.

As educators, teachers are also expected to model a personal and professional code of ethics that reflects integrity and fairness.

Program Goals
The program is designed for graduate students interested in the effective teaching and learning of international languages. In general, our language professionals . . .
1. Demonstrate knowledge of language learners in foreign/second language contexts.
2. Develop competencies in and demonstrate knowledge of foreign/second language curriculum, instruction, and assessment guided by state and national standards.
3. Develop competencies in and demonstrate knowledge of the target language and culture(s).
4. Engage in professional development that advances accomplished teaching of international languages and effective utilization of an ever-expanding interdisciplinary knowledge base for the benefit of language learners.

**Student Learning Outcomes**

The MA degree program in Teaching International Languages prepares professionals who . . .

**1.0 Demonstrate knowledge of language learners and the process of second language acquisition in foreign/second language contexts.**

SLO#1 TIL students demonstrate knowledge of language learners, second language acquisition, and the interaction of second language acquisition theory, research, and practice.

**2.0 Develop knowledge of and competencies in curriculum, instruction, and assessment in foreign languages/TESOL (Teaching English to Speakers of Other Languages) guided by state and national standards.**

SLO#2 TIL students demonstrate knowledge of and skills in foreign/second language teaching (e.g., methods, approaches, and strategies) and culture teaching/learning in foreign/second language contexts.

SLO#3 TIL students demonstrate knowledge of and skills in curriculum development and language learning materials in foreign languages/TESOL.

SLO#4 TIL students demonstrate knowledge of and skills in assessment, testing, and evaluation in foreign languages and TESOL.

**3.0 Develop competencies in and demonstrate knowledge of the target language and culture(s) specific to the foreign language or TESOL pattern.**

SLO#5 FL TIL students further develop oral, reading and writing proficiency at the advanced level in the target language while extending their pluralistic cultural literacy and demonstrating the ability to analyze, synthesize, and evaluate culturally contextualized texts and traditions.

OR

SLO#5 TESOL TIL students demonstrate knowledge of and competencies in linguistics, and/or teaching literacy and composition.

**4.0 Engage in professional development that advances accomplished teaching of international languages and effective utilization of an ever-expanding interdisciplinary knowledge base for the benefit of language learning.**

SLO#6 TIL students develop knowledge of professional standards and demonstrate competencies in inquiry-oriented, standards-based, reflective practice.

SLO#7 TIL students demonstrate knowledge of and tolls for conducting a broad variety of research for continued professional development and/or further academic study.
Basic Program Requirements

1. Literacy Requirement
The University requires that all students demonstrate writing proficiency appropriate to their level and degree objective. In order to meet this requirement, students in Teaching International Languages are asked to submit a justification statement in which they articulate the relationship between their professional goals and the program they have developed in consultation with the Graduate Coordinator and other faculty advisers. In this statement, students describe the course work they propose to include in their program and explain the basis for their choices. The first part of the statement provides a description of the component disciplines and the way that they fit together to comprise an integrated program of study. The second part addresses the relationship of the proposed program to professional requirements in the field and projected career goals.

The justification statement should be submitted to the Graduate Coordinator during the student’s first semester in the program. It should be at least two pages in length, typewritten, and double-spaced. This writing sample represents only the first level of review. If writing proficiency is in question at this point or any point later in the process (i.e., in classes or the culminating activity), students may be required to take appropriate steps to improve their writing skills (e.g., going to the writing center, taking a writing course).

2. Completion of an Approved M.A. Program
All requirements established by the TIL Advisory Board, the student’s graduate advisory committee, and the Office of Graduate Studies must be met. This includes but is not limited to completion of:

• An approved program consisting of 36 units of 400/500/600-level courses;
• A common core of course work (12 units), language studies (12 units), cultural studies (6 units), research (3 units), and master’s study (3 units);
• At least 21 units of 600-level coursework; and
• Required course work and approved electives.

The program plan may include:

• No more than 9 units of transfer and/or extension (Open University) credit (correspondence courses and UC extension course work are not acceptable).
• No more than 15 units taken before admission to classified status.
• At least 9 units completed after advancement to candidacy.
• No more than a total of 10 units of Independent Study (698), Comprehensive Examination (696), and Master’s Study (699) combined.
• No more than 6 units of Master’s Study (699)
3. **Teaching Experience**
In addition to the practicum experiences required in ENGL 470 and EDSL 610, students entering the program without teaching experience must demonstrate experience prior to graduation through one or more of several options:
- Internship courses offered by different departments;
- Professional field experience (EDCI 689);
- Teaching as an instructor in the American Language and Culture Institute;
- Teaching language in other university programs (e.g., Foreign Languages and Literatures) or at the community college level (e.g., Butte College, Shasta College; Yuba College);
- Teaching language in other countries; or
- By other appropriate means.
Students are advised to consult with the Graduate Coordinator regarding this requirement.

4. **Culminating Activity**
Completion and final approval of a thesis, project, or comprehensive examination is required of all students. On a thesis or project, the signed approval page provides documentation of approval by the student’s graduate advisory committee. Students must submit additional paperwork, including but not limited to, a completed and signed Thesis/Project Submission Form. A Thesis/Project Chair’s Verification Sheet also needs to be submitted to verify compliance with university policies.

5. **Oral Defense/Oral Examination**
An M.A. oral is required of all candidates in the program. This takes the form of an oral defense for those doing theses and projects. For those opting for a comprehensive examination, the oral examination is an extension of the written portion of the comprehensive examination. Presentation of the professional portfolio is part of the oral for all candidates. Satisfactory completion of the oral is reported to the Office of Graduate Studies on the Final Progress Sheet.

The program uses rubrics to guide its assessment of theses, projects, and comprehensive examination responses as well as professional portfolios. The candidate’s graduate advisory committee chair and members will use the rubrics to evaluate the quality of the culminating activity and portfolio for program assessment purposes. (Copies of the rubrics are included later in the handbook.)

6. **Final Approval:**
The Graduate Coordinator reviews and approves all Master’s theses and projects. Candidates must submit the final draft of their work to the Graduate Coordinator, allowing at least 10 working days for the review.
Questions and Answers

Some of the most frequently asked questions are addressed in this section.

**What are the grading requirements that apply to coursework in the M.A. Program?**

All courses included on the M.A. Degree program must be taken for a letter grade. The only exceptions are as follows:

- EDCI 689 Professional Field Experience
- EDSL 696 TIL Comprehensive Examination
- EDMA 697 Independent Study
- 699T Master’s Study
- 699P Master’s Project
- Courses specified as ABC/No Credit (400/500-level courses), AB/No Credit (600-level courses), or Credit/No Credit grading only
- Approved course work taken in other departments

Students must maintain a 3.0 grade point average in all coursework on the approved master’s degree program as well as in post baccalaureate coursework overall and all post baccalaureate coursework at CSU, Chico.

**What courses may be included on my program plan?**

Graduate students may enroll in courses at any level. However, only courses at the 400/500- and 600-levels taken after receipt of the bachelor’s degree and within seven years of matriculation in the M.A. degree may be counted in the master’s program. Course work taken as part of the basic credential programs (Multiple Subjects and Single Subject) is excluded, as are 800-level extension courses. Courses already counted toward the requirements of another degree program may not be included in the M.A. program.

**Will I receive transfer credit for course work taken at other institutions?**

A maximum of 9 semester units of transfer credit may be applied toward the degree. To be accepted as transfer credit, the course work must be taken post baccalaureate within the program time limit, and completed at an institution accredited by a regional accrediting association. Additionally, it must be acceptable in a master’s degree program at the school where it was taken. Correspondence courses and University of California extension course work are not acceptable for transfer. Any CSU, Chico course work completed through Open University and included in the program will also count against this 9-unit limit.

**Will I be able to include course work taken prior to admission in the program?**

A limited amount of course work completed prior to admission into the program may be counted toward M.A. program requirements. The number of courses that can be counted is dependent on considerations such as the amount of transfer course work in the program and the level of the courses taken. The Graduate Coordinator should be contacted for information specific to each individual situation.
Will the courses I need be offered during summer session?
The availability of courses during summer session is limited and varies by area of specialization. Some courses are offered periodically; others only during the academic year. Check with the Graduate Coordinator or a faculty adviser regarding the scheduling of specific courses.

How many units should I take each semester?
Defining what is an appropriate course load for a graduate student is an individual matter determined by a number of factors (e.g., work demands, financial aid requirements, family obligations, health considerations, time constraints). University policy dictates that a graduate student may not register for more than 16 units of work in any semester without written permission from the Graduate Coordinator. (Students working concurrently toward a basic credential may also need written permission from their Program Coordinator.) Whenever possible, students are encouraged to work on their M.A. degree on a full-time basis. Experience shows that students who do so are more likely to receive their degree.

Can I take courses as an undergraduate?
Although prerequisite courses may be taken as an undergraduate, all M.A. program course work must be taken after receipt of the baccalaureate degree with only one exception. Under certain conditions, students completing their bachelor’s degree at CSU, Chico may request the award of graduate credit for excess units taken in their final undergraduate semester. Students may obtain a petition for this purpose online at the Office of Graduate Studies website, and must complete and submit the petition during the first four weeks of their final undergraduate semester. If all criteria are met and the units are not needed for the bachelor’s degree, up to 9 units of 400/500- or 600-level courses may be allowed for the graduate credit in the master’s degree program. (The form is available online.)

Generally speaking, students need to be very careful taking 400/500- and 600-level courses at the undergraduate level. Although they may satisfy program requirements, the units can be applied toward only one degree. Except as noted above, taking courses from the M.A. program while you are an undergraduate will mean that additional substitute course work will have to be taken to meet graduate program requirements.

What is the University’s continuous enrollment policy?
University policy requires that all students maintain continuous enrollment after admission into a master’s degree program. When this requirement is not satisfied by regular enrollment in course work, a fee must be paid through the Center for Regional and Continuing Education for enrollment in GRST 899. Students are advised that they will be charged a late fee if they fail to follow this policy in a timely manner. (For additional information, contact the Office of Graduate Studies)
When should I enroll in units for the culminating activity?
Students should not enroll in Master’s Study (699) or comprehensive examination (EDSL 696) units prior to the semester in which work on the culminating activity work is in progress and expected to be completed.

May I write my Master’s study in a language other than English?
Master’s theses and projects submitted by graduate students in the Teaching International Languages M.A. Degree program may be written in a language other than English when the area of specialization is in Foreign Languages (Pattern B). This applies specifically and exclusively to graduate students in the Foreign Language pattern whose Master’s study 699 units are through International Languages, Literatures, and Cultures. Students submitting theses and projects in a language other than English are required to include a précis (an extended abstract of 1000-1500 words) of their work in English as part of the Master’s study.

How many years do I have to complete my M.A. Degree?
All requirements for the M.A. degree in Teaching International Languages must be completed within seven years. Calculation of the seven-year time limit begins with the oldest course applied toward the degree. This is calculated using course work taken prior to admission if it is included on the program plan. The absolute maximum time limit for the program plan including course validations is nine years.

What is required to graduate with distinction?
M.A. degree candidates who maintain a grade point average at or above a 3.9 on all approved program course work and attain high standards of quality on a thesis, project, or comprehensive examination are eligible to graduate with distinction. The recommendation for distinction is made by the candidate’s graduate advisory committee on the Final Progress Sheet, which submitted to the Office of Graduate Studies after satisfactory completion of the culminating activity. (Please note that the Office of Graduate Studies does not round off in calculating a student’s final GPA.)

If I plan to enroll in a doctoral program upon completion of the MA degree, should I take any additional coursework?
Feedback from students who have continued their advanced studies at the Ph.D. level suggests that a course in statistics would be particularly appropriate for candidates planning to do quantitative research. Candidates are also advised to contact the programs they are applying to for additional recommendations, as requirements differ from one institution to another.

Will faculty be available to work on theses, projects, and comprehensive exams during the summer?
Candidates are advised to complete program requirements by the end of spring semester. Given that faculty are not on duty during the summer, they are not expected to supervise master’s studies and comprehensive examinations after the end of the academic year. Program policy specifies that students who do not finish by the end of May should be
prepared to wait until faculty return to campus for the beginning of fall semester in August.

*If I plan to enroll in the Graduate TESOL Certificate Program, should I do so concurrently?*

As the Graduate TESOL Certificate (School of Education) is comprised of Education courses that also satisfy requirements or serve as electives within the MA in Teaching International Languages, students can easily complete both programs at the same time if they plan accordingly. In order to do so, however, students must apply for and be admitted to both programs. Admission to one program does not guarantee admission to the other.

*If I am in the TESOL pattern within the MA and plan to enroll in the Certificate for Teaching College-Level Writing, should I do so concurrently?*

As the Certificate for Teaching College-Level Writing (English Department) is comprised of courses that also satisfy requirements or serve as electives within the MA in Teaching International Languages, students can easily complete both programs at the same time if they plan accordingly. In order to do so, however, students must apply for and be admitted to both programs. Admission to one program does not guarantee admission to the other. Interested students should meet with the program coordinator in the English Department.

*If I am in the TESOL pattern within the MA and plan to complete a minor in Linguistics, should I do so concurrently?*

As the minor in Linguistics (English Department) is comprised of courses that also satisfy requirements or serve as electives within the MA in Teaching International Languages, students can easily complete the degree and minor at the same time if they plan accordingly. In order to do so, however, students must contact the appropriate advisor in the English Department and follow the procedures indicated to ensure that the minor appears on their transcripts after completion of all requirements.
### CHECKLIST: Admission to the Program

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<th>DATE</th>
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<td></td>
<td>1. Application online to the Office of Graduate Studies at <a href="http://www.CSUMentor.edu">www.CSUMentor.edu</a>.</td>
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<td>2. Recommendation Form:</td>
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<td>• Acceptable B.A. (Candidates with a foreign language emphasis are expected to hold an appropriate degree or to demonstrate comparable proficiency in the target language as assessed by the Foreign Languages and Literatures Department.)</td>
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<td>• Satisfactory GPA (see University Catalog). To be admitted to classified status, students must have an undergraduate GPA of 3.0 in the last 60 units. Students with a lower GPA may be admitted as conditionally classified.</td>
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<td>• English proficiency: All graduate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor’s degree from a postsecondary institution in which English is not the primary language of instruction must submit results that meet minimum English proficiency levels. This can be done by submitting the results from one of the following: the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), or the PTE Academic. Scores more than two years old are not acceptable. The TOEFL must be completed with a minimum score of 550 (paper-based) or 80 (internet-based). A band score of 6.5 is required for the IELTS; a 59 is acceptable on the PTE Academic. (For more information visit: <a href="http://www.toefl.org/">http://www.toefl.org/</a> or <a href="http://www.ielts.org/default.aspx">http://www.ielts.org/default.aspx</a>.)</td>
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<td>• Exceptions:</td>
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<td>1. Students who have completed degree or three years of full-time academic study at the secondary and/or post secondary level in Australia, Great Britain, Anglophone Canada, Ireland, New Zealand, or the United States.</td>
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2. Completion of Level 6 in the intensive language program at the American Language and Culture Institute on the CSU, Chico campus.
   • Approval by the Teaching International Languages Program and Office of Graduate Studies.
   • Conditions for admission (if any):

   ____________________________

   NOTE: Students admitted as conditionally classified must request advancement to classified status upon completion of 9-12 units of the proposed program with a GPA of 3.0 or better.

   ____________ 3. Three Letters of Recommendation

   To comply: Submit letters to the Graduate Coordinator.

   ____________ 4. Statement of Purpose

   To comply: Submit copy to the Graduate Coordinator.

   ____________ 5. Preliminary Program Plan

   To comply: In consultation with the Graduate Coordinator, develop a preliminary program plan prior to or within the first semester of admission to the program. (A copy is on file in the Graduate Coordinator’s Office.)

   ____________ 6. Justification Statement

   To comply: Submit one copy of your statement to the Graduate Coordinator.

   ____________ 7. Graduate Studies Information/Guide to Graduate Studies

   Take advantage of the wealth of information provided by the Office of Graduate Studies by attending as many of their presentations and sessions as possible. To ensure compliance with all policies, procedures, requirements, and deadlines, read the current edition of A Guide to Graduate Studies: Policies, Procedures, and Format, available online at the Graduate Studies website.

   ____________ 8. Admission to the MA in Teaching International Languages does not necessarily qualify students for admission to the graduate TESOL Certificate Program, the Certificate in College-Level Writing or minor in Linguistics. A separate application process must be completed. (Refer to the appropriate websites for additional information.)
information regarding the Peace Corps Master’s International–TESOL, contact Dr. Sharon Barrios, the CSU, Chico, Campus Coordinator.

It is IMPORTANT that you remember the following!
Unless otherwise specified, it is the student’s responsibility to complete and submit all documents correctly and on schedule. The student is also responsible for securing all required signatures and approvals.
The justification statement serves two purposes. First, it provides an overview of the course of study you propose to complete and how it relates to your personal and professional goals. Second, it serves as an indicator of your writing proficiency, in accordance with University policies and procedures.

**Guidelines**

For the most part, the justification statement is a description of the course of study you are pursuing within the Master of Arts degree program in Teaching International Languages, i.e., the preliminary program that you have developed in consultation with the Graduate Coordinator and other faculty advisers.

- In the first part of the statement, you are to highlight the courses you are including in your preliminary plan, describing how they fit together to comprise an integrated and interdisciplinary program of study. Your description should include required coursework as well as electives in each area within the program—second language acquisition, pedagogy, language studies, culture studies, research and master’s study. It should also provide the rationale for your selection of courses, demonstrating how they meet professional requirements in the field.

- In the second part of the statement, you are to explain how this program will enable you to meet the personal and professional goals you have set for yourself. More specifically, consider what you plan to do upon completion of the degree and then explain how the program you describe will provide the knowledge, attitudes, and skills you will need to achieve these goals.

The statement should be at least two pages in length, typewritten, and double-spaced. Upon completion, submit your justification statement to the Graduate Coordinator for review and inclusion in your file. This writing proficiency requirement should be taken care of by the end of your first semester in the program.
**CHECKLIST: Advancement to Candidacy**

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<th>DATE</th>
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<td>1. Classified graduate standing.</td>
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<td>2. Completion of 12-15 units of approved course work.</td>
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<td>3. Approval of program plan. (The program plan may be submitted prior to the formation of a graduate advisory committee.)</td>
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<td><strong>To comply:</strong> Submit the completed program plan form (available online) to the Graduate Coordinator. Check with the Graduate Coordinator for confirmation that the program plan has been approved and forwarded to the Office of Graduate Studies.</td>
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<td>4. Request for advancement to candidacy.</td>
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<td><strong>To comply:</strong> Submit the required form to the Graduate Coordinator for approval and submission to the Office of Graduate Studies.</td>
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It is IMPORTANT that you remember the following!

Unless otherwise specified, it is the student’s responsibility to complete and submit all documents correctly and on schedule. The student is also responsible for securing all required signatures and approvals.
Preparing a Program Plan

All students in Teaching International Languages must complete an approved program consisting of 36 units of 400/500- and 600-level course work. To be approved, your program plan must adhere to certain requirements. After developing your program plan, ask yourself the following questions:

☑ Does the program have the required 36 units of course work?

☑ Are the 12 units of core requirements included?
  ENGL 470?
  EDSL 636?
  EDSL 637?
  EDSL 610 or BLMC 672?

☑ Does the program include more than 21 units of 600-level coursework? If ENGL 431 (4 units) is one of the electives under language study, verify that 60% of the coursework is at or above 60%.

☑ Does the program include at least 12 units of course work in Language Studies?

☑ Does the program include 6 units of course work in Culture Studies?

☑ Does the program include 3 units of research (normally EDSL 635)?

☑ Does the program include 3 units for a thesis, project, or comprehensive examination? (Note: Enrollment in Master’s study for theses and projects is normally for 3 units and may not exceed 6 units of 699.)

☑ Does the program have a minimum of 21 units of 600-level course work?

☑ Does the program have no more than a total of 9-semester units of transfer and/or Open University course work?

☑ Does the program have no more than a total of 10 units of 696, 697, and 699 course work combined?

☑ Does the program identify the topic or area for a thesis or project (as appropriate)?
Are all courses included in the program to be completed within the seven-year time limit?

Have I demonstrated teaching experience, through prior or current work, through an internship or professional field experience, or by other appropriate means?

Is the program plan typed (or written) so that it is legible and clean?

Have I signed the program plan myself?

Students may submit the program plan prior to forming a graduate advisory committee. Those who have a graduate advisory committee, should also ask themselves the following questions:

Is the graduate advisory committee chair a tenured or tenure-track faculty member (i.e., Professor, Associate Professor or Assistant Professor)?

Is the second committee member a tenured or tenure-track faculty member?

Have all committee members reviewed, approved, and signed the program plan?

If I am choosing the comprehensive exam option do I have three faculty members in my graduate advising committee?

When the answer to all of these questions is YES, submit your program plan to the Graduate Coordinator for approval. Once approved, your completed program plan will be forwarded to the Office of Graduate Studies. A copy will be in your file in the School of Education Office.
The Graduate Advisory Committee

The graduate advisory committee serves two primary functions. The faculty on the committee (1) review and approve all course work on the program plan and graduate clearance forms, and (2) guide the candidate through the Master’s study or comprehensive examination process.

In the Teaching International Languages program, the student’s graduate advisory committee is composed of at least two faculty members for theses and projects. Three faculty members—one for each major area in the degree program—are required for students selecting the comprehensive examination option.

University policy dictates that the chair and second committee member must be tenured or tenure-track faculty, that is, faculty identified as Assistant, Associate or Full Professors in the University catalog. In addition to having a terminal degree in their field (i.e., normally a Ph.D. or an Ed.D.), they have a faculty appointment as a professor. The third committee member may be adjunct.

The student is responsible for facilitating coordination of the graduate advisory committee throughout the major steps of completing the culminating activity. For example, the student needs to ensure that all members are kept informed and provided with copies of his or her work in a timely fashion. The student should also assist with the scheduling of the M.A. oral defense or examination as appropriate.

A word to the wise: Manage your time well! This will be most appreciated by your chair in particular and the graduate advisory committee in general as well as your formatter, colleagues, students, friends, and family. It will also be reflected in the quality of your completed thesis or project.

As a professional courtesy, a bound, unbound or CD copy of your thesis or project should be provided to the chair of your graduate advisory committee and other committee members. Their willingness to serve on your graduate advisory committee represents a significant commitment to your professional growth, a reflection of their belief in you.
**CHECKLIST: Completion of Degree Requirements**

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<td>1. Filing for Graduation</td>
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<td>At this point in your program, deadlines and compliance with policies and procedures are firm. There is little flexibility if you miss published deadlines.</td>
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<td><strong>To comply:</strong> Go to the “Filing for Graduation” section of the Graduate Studies website. Follow all of the procedures, complete and submit all of the forms, and pay the fees by the deadlines indicated.</td>
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<td>2. Enrollment in Master’s Study (699) or Comprehensive Examination (EDSL 696) units the semester in which the work is to be completed. The scheduling of 696s and 699s on faculty workloads requires that candidates advise the Graduate Coordinator early in the semester prior to enrolling regarding the comprehensive exam and make arrangements with their advisory committee chair well before registration. In regards to 699s, students must provide an approved proposal or a copy of the first chapter of the thesis or project in order to enroll. Failure to submit a proposal in timely manner may delay or postpone enrollment in EDMA 699. Students will need to check with English and International Languages, Literatures, and Cultures regarding deadlines and procedures.</td>
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<td><strong>To comply:</strong> Submit the appropriate form with the signature of your graduate advisory committee chair to his/her department or school office with a proposal or first chapter. If your work involves human subjects, university approval must be obtained in advance. Non-print media projects also require special university approval. Students in the Peace Corps Master's International—TESOL will need to comply with Peace Corps requirements. The Peace Corps Director is responsible for reviewing and approving any study involving the population(s) students serve throughout their tenure in the Peace Corps.</td>
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<td>3. Satisfactory completion of Master’s study (699) or Comprehensive Examination (EDSL 696).</td>
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To comply: Submit the completed and approved thesis or project to the Graduate School by the semester deadline. Include the approval page with all required signatures in black ink, and any copyright permissions, human subjects clearances, or other paperwork that may be required. Be sure that the Thesis/Project Chair’s Verification Sheet has been initialed and signed by the Committee Chair.

4. Satisfactory evaluation of the professional portfolio.

To comply: Presentation of your professional portfolio to members of your graduate advisory committee at the oral defense or the oral component of the comprehensive examination option. All committee members should receive a copy of the written portion of the portfolio without artifacts. You are also required to provide a copy to the graduate coordinator for program assessment purposes.

5. Successful completion of the oral defense for a thesis or project or the oral component of the comprehensive examination option.

To verify compliance: Satisfactory performance will be documented on the Final Progress Sheet provided by the Office of Graduate Studies. Students can request that this form be sent to the chair of their graduate advisory committee or they can pick it up themselves and bring it to the oral. Students should notify the Office of Graduate Studies about a week prior to the scheduled date of the oral defense or oral examination. The completed sheet is returned to the Office of Graduate Studies after all requirements have been satisfied.

It is IMPORTANT that you remember the following!
Unless otherwise specified, it is the student’s responsibility to complete and submit all documents correctly and on schedule. The student is also responsible for securing all required signatures and approvals.
The Professional Portfolio

“A portfolio is an organized, goal-driven documentation of professional growth and achieved competence in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of the wide range of knowledge, dispositions, and skills that you possess as a growing professional.”

(D. Campbell, et al., 1997, p. 3)

Professional portfolios are an integral part of assessment for students in the program. The candidate’s professional portfolio provides an opportunity for the evaluation of professional growth through self-assessment and reflection. Through the portfolio process, candidates analyze and evaluate the knowledge, skills, dispositions, and commitments that characterize their professional practice. The portfolios also enable program faculty to provide candidates with more individualized support and guidance, and to monitor program effectiveness in light of the learner outcomes identified on page 4. The portfolio includes a teaching philosophy, resume, and sections addressing student learning outcomes, best professional practices, and professional development goals.

Development of the professional portfolio is addressed in considerable detail in EDSL 635 Current Research and Developments: Foreign/Second Language Education. To make this process easier, students are advised to save course syllabi, assignments, projects and other documentation related to course work, teaching, related experience and accomplishments throughout the period of graduate studies. Students are finding their portfolios to be invaluable resources, in applying for program leadership and teaching positions, in applying to doctoral programs, in documenting sabbatical leaves, and in meeting professional growth requirements.

All candidates are required to present their professional portfolio to the graduate advisory committee that oversees completion of the culminating activity. The presentation is normally scheduled at the end of the oral defense for the thesis or project and after the oral component in the comprehensive examination option. In documenting growth, the portfolio should demonstrate the highest level of knowledge, skills, and professional competencies attained while in the program.

The portfolios are also being used for purposes of program assessment. A copy of the written portion of the portfolio (without artifacts) is to be submitted at the oral as part of the program assessment process. Members of the graduate advisory committee will review and evaluate the portfolio. Faculty will make appropriate recommendations or
requirements for candidates whose documented professional development is deemed to be inadequate. The rubric submitted by the graduate advisory committee chair is in the Attachments. Any candidate that has reservations regarding the contents of his/her professional portfolio is advised to meet with the Graduate Coordinator and graduate advisory committee chair well before scheduling the oral defense or oral examination.

The Comprehensive Examination: Written and Oral

The Comprehensive Examination option consists of a nine-hour written examination and follow-up oral component that cover all program areas—pedagogy, language studies, culture studies and research. (To register for the examination option, students enroll in 3 units of EDSL 696.) Each member of the student’s graduate advisory committee prepares two questions for the candidate. These questions require analysis, synthesis, and evaluation of content across courses within each respective area. The candidate receives a copy of all the questions early in the semester in which the examination is scheduled. Three dates and times—one for each component—are set in accordance with the deadline date for final submission of theses and projects. The oral examination (about 1 1/2 hours including the portfolio review) is scheduled for about a week later. The graduate advisory committee evaluates both the written and oral portion of the comprehensive examination.

The written examination takes place in three, three-hour sessions, one per program area. The graduate committee chair normally supervises administration of the examination sequence, and the sessions are proctored. At the beginning of each testing session, one of the two questions in each set is randomly selected. Students write their responses without the use of notes or other materials. Students should bring blue books if they choose to write in longhand. Laptops are normally available on request, but arrangements must be made well ahead of the examination dates.

At the oral session, the student has an opportunity to take the initiative in adding to or changing the written response. Faculty on the committee will then respond to each of the responses submitted by the candidate. This oral session is an integral part of the examination process, as the student may be asked to defend, clarify, explain, or expand upon content included in or omitted from the written response.

Both examination components work in tandem to provide an overall assessment of the student’s mastery of program content. The examination is graded as honors, pass, or fail, and all parts of the comprehensive examination must receive at least a passing grade. The candidate may repeat each part of the examination once. Depending upon the nature of deficiencies revealed by the examination process, the graduate advisory committee may recommend an appropriate alternative to the repetition of one or more parts of the exam. Among the available options are written papers, additional coursework, etc.
As of 2009, all theses and projects are available online through the library. In fact, they are very easily accessed by program. If you are considering which of the culminating activities is the best fit for you, take a few minutes to look at what other candidates have done in regards to Master’s Studies. You can look at recent theses and projects anywhere at any time.

Click on the Library tab at the top of the University home page. Then go to Databases A-Z, and scroll down to Chico Digital Repository (CDR). Look for Master’s Theses and Projects, and locate Teaching International Languages near the bottom. This will take you to a listing of all of the TIL theses and projects completed since 2009. Review the list of authors and identify the work you are interested in reading. When you click on one of the theses or projects, the file will appear in a box. When you open the file, you can access the entire thesis or project in its final, approved form. This resource will be especially useful in developing proposals, exploring ways of organizing research and writing literature reviews, and identifying current references.
This checklist has been prepared to assist you in the planning of your work on a thesis or project and to facilitate its completion in a reasonable length of time. Remember that you are expected to assume the initiative for scheduling regular meetings with the chair and members of your graduate advisory committee and to communicate with them in a timely manner on all-important issues related to your thesis or project. Assume that several drafts will be required before final approval is granted.

**Stage One: PROPOSAL**

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<tr>
<th>DATE</th>
<th>TASK</th>
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<tr>
<td></td>
<td>It is to your advantage to consult with members of your graduate advisory committee as you prepare the proposal you submit to satisfy course requirements.</td>
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<td></td>
<td>Meet with your graduate advisory committee (individually or as a group), so that faculty can review your proposal, determine whether it is acceptable, and offer suggestions.</td>
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<td>After making the revisions required by all members of your graduate advisory committee, submit the final written proposal to the committee for their approval.</td>
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<td>If your thesis/project involves human subjects, submit a Human Subjects Approval form (available online) and do not proceed on your collection of data until your work has been approved.</td>
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<tr>
<td></td>
<td>If you undertake a project that involves non-print media, meet with the chair of the Non-print Media Review Committee and adhere to all policies and procedures required for approval (available online).</td>
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<tr>
<td></td>
<td>Follow all policies, procedures and format requirements in A Guide to Graduate Studies: Policies, Procedures, and Format (available online).</td>
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</table>
Follow style and format guidelines for referencing, tables and figures in the publication manual (normally APA) approved by the department/school of your graduate committee chair. If not APA, a request that an exception be made must be submitted to the Office of Graduate Studies by the graduate advisory committee chair and graduate coordinator.

Sign up for three units of Master’s Study (thesis or project) through the department or school of your graduate advisory committee chair. You must add the course no later than the Add/Drop period during the first two weeks of the semester.

Enroll in three units of EDSL 696 for the Comprehensive Exam. Ask the Graduate Coordinator regarding enrollment, as faculty assigned to supervise comp exams may vary. Convey your intent to take the comprehensive examination early in the semester prior to enrolling. Failure to do so may delay enrollment to a subsequent semester.

**Stage Two: WORK IN PROGRESS**

**DATE**

**TASK**

__________

Develop a working time line that lists all required tasks and sets tentative dates for completion. Be sure to allow time for faculty to review drafts of your work, for your formatter to prepare the manuscript, etc. Invite your chair and committee members to review your time line.

__________

Meet on a regular basis with your chair and other committee members.

__________

Allow time for your graduate advisory committee to review drafts of your work.

__________

Make arrangements for a formatter to prepare the manuscript if you do not plan to do this yourself. Graduate Studies provides a List of Master’s Thesis or Project Formatters online.

**Stage Three: COMPLETION OF THE THESIS OR PROJECT**

**DATE**

**TASK**

__________

At the beginning of the semester in which you plan to complete all requirements for the degree, check deadline dates for graduation clearance, fees, M.A. oral examinations, and submission of completed theses and projects. Failure to meet these deadlines will
delay the semester in which the degree is awarded. (This delay can result in additional fees, problems with the program expiration date, etc.)

If you plan to format your own thesis/project, contact the Thesis Editor to arrange a preliminary edit early in the semester.

Review the Thesis/Project: Chair’s Verification Sheet. Provide your Graduate Advisory Committee Chair with documentation of compliance with all of the University policies that apply to your study.

Submit your “final” draft of the completed master’s thesis or project to your graduate advisory committee at least one month before the semester deadline. Doing so generally provides sufficient time for revisions that may be required prior to and following your oral defense.

At least three weeks prior to the deadline date, submit a paper copy of the final draft of your thesis or project to the Graduate Coordinator for review and approval. Provide a CD containing one complete text file of the document for review using Turnitin. The Graduate Coordinator’s signature is required on all theses and projects and both reviews must be completed prior to approval.

Schedule your oral defense. (Coordinate time, place, participants, etc. well before the semester deadline.) Let your chair know if you would like to invite other faculty or graduate students to the oral.

Notify the Office of Graduate Studies of the date and time of your defense, so that a Final Progress Sheet can be prepared and sent to your committee chair.

Be sure that you attend to important forms, such as human subjects clearances and copyright releases/permissions.

Verify completion of all required program and Graduate Studies paperwork.

Review the section on the M.A. Oral Examination. Be prepared to demonstrate your breadth of knowledge in the discipline, your depth of knowledge in specific areas, and your ability to integrate what you have learned. While not required, power point presentations are generally effective in structuring the overview that the candidate is asked to provide to begin the oral.
Upon successful completion of your oral examination, request signatures on the Final Progress Sheet. If changes or revisions are required, make arrangements to obtain signatures once approval is given. (If your oral examination is scheduled near the deadline date for submission of the thesis or project, check with committee members.)

Obtain all necessary signatures on the final formatted copy of the approval page. This includes all members of your graduate advisory committee and the Graduate Coordinator.

Submit the completed thesis or project (with all required signatures, forms, permissions, releases, CD’s, etc.) to the Office of Graduate Studies for review by the Thesis Editor prior to the semester deadline.

Confirm that the Final Progress Sheet has been signed by all members of your graduate advisory committee and returned to Graduate Studies by the semester deadline.

Contact information must be provided for the individual responsible for picking up the thesis or project, if it is to be someone other than the author. (This information may be written along the side of the submission form.) Unless advised otherwise, it is standard practice for the Office of Graduate Studies to release documents to the candidate’s formatter.
The Oral Defense

An oral defense is required of all candidates completing a thesis or project for the Master of Arts Degree in Teaching International Languages.

Purpose
The purpose of the M.A. oral examination is:

- To provide an opportunity for the candidate to defend the research done in a thesis or the product created in a project.
- To examine the candidate’s knowledge in the area of specialization defined by the thesis or project.
- To evaluate the candidate’s understanding of research and theory in the area of specialization and his or her ability to support positions related to major issues in the field.
- To assess the candidate’s ability to concisely and clearly articulate the value of the thesis or project, its applicability to educational practice and significance as a professional contribution.
- To assist the candidate in career planning by examining professional goals following completion of the Master’s degree program.
- To elicit feedback from the candidate regarding the program in Teaching International Languages in general, and his or her experience in particular.

Time
Everyone involved should allocate about an hour and a half for the oral examination. There should be no interruptions and no early departures.

Expectations
The oral defense is designed to provide the candidate an opportunity to demonstrate what he or she has learned. Orals are scheduled when the chair and other committee members believe that the candidate is fully prepared to explain and defend his or her work. Candidates are reminded, however, that it is possible to fail the oral if they are not
adequately prepared or if the committee believes that the thesis or project does not meet university standards. Even candidates whose performance in the oral defense is satisfactory may still need to make changes in their thesis or project. Faculty may require revisions that are major or minor in nature. Full committee approval may be delayed until all recommended changes have been made.

**Procedure**

While the agenda for the M.A. oral defense may vary, the general procedure is as follows:

1. The M.A. Committee Chair initiates the sessions by introducing everyone present.

2. The candidate gives a 15-20 minute presentation on his or her thesis or project. This presentation includes:
   - A statement of the rationale for selecting the thesis or project in the topic.
   - Highlights of the most significant and relevant literature in the field.
   - An overview of the research questions or hypotheses, methods, findings and conclusions of the study.
   - An overview of the procedures and processes involved in the project and its applications.

3. The committee will ask the candidate to:
   - Expand upon, explain or defend specific aspects of the work, and
   - Share plans for dissemination or implementation of the results of the study or project.

4. The candidate has 10-15 minutes in which to present his or her portfolio. Highlighting professional growth in each of the basic areas, the candidate assesses particular strengths and identifies areas for further development. Faculty will assist the candidate in assessing the outcomes of the graduate experience in terms of personal and professional growth and in relation to future career plans.

At the end of the oral defense, the candidate and any visitors present are asked to leave the room while the graduate advisory committee evaluates the candidate’s performance. The candidate is then recalled to the room. The chair and committee members will advise the candidate that the oral defense has been successfully completed and report on any concerns identified in the oral. If the candidate fails the oral defense, the chair will oversee arrangements for a later defense or an alternative course of action. The chair will also verify that all additional requirements imposed by the committee are satisfactorily completed.

Upon completion of the oral, rubrics addressing the culminating activity and professional portfolio will need to be submitted to the graduate coordinator for purposes of program assessment.
THE GRADUATE CERTIFICATE IN
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
(TESOL)
School of Education

The Graduate Certificate Program in Teaching English to Speakers of Other Languages (TESOL) promotes and fosters the teaching of English to speakers of other languages as an integral component of education in a global society. The Graduate TESOL Certificate encompasses 18 units of 600-level course work in Education. The six required courses provide the theoretical and practical foundations essential for teachers, college and university instructors, and other TESOL professionals. Course work focuses on pedagogical knowledge and its application to the effective teaching and learning of English to speakers of other languages within a broad spectrum of cultural contexts and instructional settings in the United States and abroad. Course work and experiences address what learners are expected to know, what learners should be able to do, and how well they should be able to do so. The emphasis is on instruction that is both standards-based and performance-based.

The Graduate TESOL Certificate is intended for students in the MA degree program in Teaching International Languages; students interested in expanding the professional applications of other degrees and credentials by preparing for positions teaching English in the U.S. and abroad (e.g., Peace Corps, community colleges, universities, intensive language programs, private schools, and language institutes); international students interested in teaching English as a Foreign Language in other countries; foreign/second language teachers at the secondary level; individuals who already hold graduate degrees, but seek specialized professional preparation in the field; individuals pursuing a Designated Subjects Adult Education Credential (Academic Subject: English as a Second Language); and individuals in related business enterprises (e.g., language institutes, English training in commercial settings).

Required Courses (18 units)
The following courses are all required for this certificate:

- EDSL 610 Foreign/Second Language Teaching: Methods 3.0 FA
- EDSL 633 Foreign/Second Language Teaching: The Cultural Dimension 3.0 FA
- EDSL 637 Curriculum Development: Foreign Languages/English as a Second Language (ESL) 3.0 FA
- EDSL 635 Current Research and Developments in Foreign/Second Language Education 3.0 SP
- EDSL 636 Foreign/Second Language Education: Testing and Assessment Practices 3.0 SP
Admission
To qualify for admission, students must meet all university and departmental standards, policies, and procedures.

1. A bachelor’s degree is required.
2. An undergraduate grade point average of at least 3.0 in the last 60 units.

3. Students must apply to the Graduate School for admission to post baccalaureate status.

4. All international graduate applicants, whose native language is not English, must demonstrate proficiency in the English language. Methods that meet the English language proficiency requirement:
   - TOEFL (Test of English as a Foreign Language) Scores more than two years old are not acceptable. A minimum score of 550 (paper-based), 213 (computer-based), or 80 (internet-based) are required. (Chico’s institution code is 4048. For more information visit: http://www.toefl.org/)
   - IELTS (International English Language Testing System) band 6.5 is required. (For more information visit this site: http://www.ielts.org/)
   - A score of 59 is required on the PTE Academic.

   Exceptions: (1) Students who have completed at least three years in a degree program at a postsecondary educational institution in Australia, Great Britain, Anglophone Canada, Ireland, New Zealand or the United States. (2) Students who have completed Level 6 in the intensive language program at the American Language and Culture Institute on the CSU, Chico campus.

5. Three letters of recommendation in support of the student’s application.

6. Approval by the TESOL program advisor. Students must file an approved, certificate program plan upon admission to the proposed program.

7. Students intending to complete the MA degree in Teaching International Languages concurrently should also meet with the Graduate Coordinator upon application to the TESOL Certificate Program. Admission to the TESOL Certificate Program does not necessarily qualify students for admission to the Teaching International Languages or any other graduate program.

8. The GRE is not required.

9. There are no course prerequisites.

Special Program Characteristics
1. Advising is required. Students may not complete more than 9 units toward the TESOL Certificate before applying for admission to the program. No more than 3 units of transfer work allowed.

2. A grade point average of 3.0 on all course work within the program is required for completion. A grade point average of 3.0 or better must be maintained on all course work in the certificate program with at least a “B-” earned in each course.

3. Upon admission to both programs, students may apply course work in the TESOL Certificate toward the MA in Teaching International Languages, consistent with program and university policies and procedures.
A linguistics minor prepares students to analyze the form and function of languages and to think critically about languages and linguistic issues.

Course Requirements for the Minor: 18 units

5 courses required:

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<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Term</th>
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<tbody>
<tr>
<td>ENGL 371</td>
<td>Principles of Language</td>
<td>3.0</td>
<td>FA/SP</td>
</tr>
<tr>
<td>ENGL 375</td>
<td>Introduction to English Grammar</td>
<td>3.0</td>
<td>FA/SP</td>
</tr>
<tr>
<td>ENGL 474</td>
<td>Syntactic and Morphological Analysis</td>
<td>3.0</td>
<td>FA/SP</td>
</tr>
<tr>
<td></td>
<td>Prerequisites: ENGL 371, ENGL 375</td>
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<tr>
<td>ENGL 476</td>
<td>Phonological Analysis</td>
<td>3.0</td>
<td>INQ</td>
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<tr>
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<td>Prerequisites: ENGL 130 (or its equivalent) with a grade of C- or higher; ENGL 371</td>
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<tr>
<td>ENGL 477</td>
<td>Semantics: Language and Meaning</td>
<td>3.0</td>
<td>FA</td>
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1 course selected from:

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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
<th>Term</th>
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</thead>
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<tr>
<td>ENGL 372</td>
<td>Pedagogical Grammar</td>
<td>3.0</td>
<td>FS</td>
</tr>
<tr>
<td>ENGL 470</td>
<td>Theory and Practice of Second Language Acquisition</td>
<td>3.0</td>
<td>FS</td>
</tr>
<tr>
<td>ENGL 473</td>
<td>Historical Linguistics</td>
<td>3.0</td>
<td>INQ</td>
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<tr>
<td>ENGL 475</td>
<td>History of the English Language</td>
<td>3.0</td>
<td>SP</td>
</tr>
<tr>
<td>ENGL 478</td>
<td>Linguistic Approaches to Reading</td>
<td>3.0</td>
<td>SP</td>
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<tr>
<td></td>
<td>Prerequisites: ENGL 371</td>
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The Department of English offers a post-baccalaureate certificate program in Teaching College-Level Writing.

Prerequisites:
1. An acceptable BA or BS from an accredited institution.
2. Admission to the Graduate School.
3. ENGL 335 or an equivalent course. (This deficiency may be made up during the first semester of certificate work.)

Course Requirements for the Certificate: 22-23 units
The following courses, or their approved transfer equivalents, are required of all candidates in this certificate.

4 courses required:

ENGL 431 Theory and Practice in Tutoring Composition 4.0 FS
Prerequisites: ENGL 333 and ENGL 335 are strongly recommended.

ENGL 478 Linguistic Approaches to Reading 3.0 SP
Prerequisites: ENGL 371

ENGL 632 Theories of Literacy 3.0 SP

ENGL 634 Teaching Composition 3.0 SP

1 course selected from:

ENGL 622 Form and Practice 3.0 SP
Prerequisites: At least one 400-level creative writing course or instructor permission.

ENGL 631 Literacy as Distributed Cognition 3.0 FS

1 course selected from:
EDSL 610  Foreign/Second Language Teaching: Methods  3.0  FA

ENGL 689T  Internship in Teaching College English  3.0  FS
Prerequisites: ENGL 431 or ENGL 470 for ESL; faculty permission.

1 course selected from:

ENGL 415  Editing Literary Magazines  4.0  FA
Prerequisites: ENGL 220 (may be taken concurrently), ENGL 315, or faculty permission.

ENGL 420  Advanced Poetry Writing  4.0  FS
Prerequisites: ENGL 320 or instructor permission.

ENGL 470  Theory and Practice of Second Language Acquisition  3.0  FS
Prerequisites: ENGL 371

ENGL 534  Literature, Language, and Composition: A Synthesis  3.0  FS
Prerequisites: ENGL 335, ENGL 375, and ENGL 441

Additional Requirement:

A maximum of 6 units of transfer credit may be allowed in the certificate program. A grade-point of 3.0 must be earned for courses required for the certificate program. At least a C must be earned in each course in the certificate program before the certificate is awarded.

Students accepted into the MA program in English or in Teaching International Languages may also complete the certificate if they so desire. In this case, courses counted toward the MA may also be counted toward the certificate.

Teachers who have completed ENGL 530 (Northern California Writing Project invitational) may substitute these 6 units for ENGL 431 and ENGL 634 in the core and one additional required course.
The M.A. in Teaching International Languages, TESOL Option is one of two Master’s Degree programs, which combine traditional graduate studies with Peace Corps Service, giving students the opportunity to integrate their teaching and research with Peace Corps service.

Application Process
Interested students should apply to the MA in TIL and the Peace Corps Master’s International Program at the same time. Students who are accepted to the graduate program then complete the Peace Corps application process. Detailed information concerning the Peace Corps application is available online from Peace Corps Master’s International. You may also contact the CSU, Chico campus coordinator, Dr. Sara Trechter.

M.A. in Teaching International Languages, TESOL Option
Graduate Coordinator, Dr. Hilda Hernández (hernandez@csuchico.edu)

EDSL 610 Foreign/Second Language Teaching: Methods (3 units)
EDSL 633 Foreign/Second Language Teaching: The Cultural Dimension (3 units)
EDSL 635 Current Research and Developments: Foreign/Second Language Education (3 units)
EDSL 636 Foreign/Second Language Education: Testing and Assessment Practices (3 units)
EDSL 637 Curriculum Development: Foreign Languages/ English as a Second Language (3 units)
ENGL 470 Theory and Practice of Second Language Acquisition (3 Units)
Prerequisite: ENGL 371 Principles of Language
(Units are not applicable toward MA degree)
Two 400-/600-level electives in Linguistics from the following list:
   ENGL 474 Syntactic and Morphological Analysis
   Prerequisites: ENGL 371, ENGL 375)
   ENGL 475 History of the English Language
   ENGL 476 Phonological Analysis
   Prerequisites: ENGL 371, ENGL 375)
   ENGL 477 Semantics: Language and Meaning
ENGL 478  Linguistic Approaches to Reading
Prerequisites:  ENGL 371)  
ENGL 570  Contemporary Linguistic Topics
EDCI 689 Professional Field Experience
EDCI 689 Professional Field Experience
INST 600 Peace Corps Capstone Seminar
EDMA 699 Master’s Thesis or Project

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<th>Resources</th>
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| 1.  **World Languages Resource Facility**  
  Location:  Tehama 212 (adjacent)  |
| 2.  **International Studies Office**  
  Study Abroad  
  Location:  Student Services Center, 406  |
| 3.  **ESL Resource Center**  
  English Department  
  Contact:  Saundra Wright,  898-5448  
  Location:  Siskiyou Hall, Room 137  |
| 4.  **Subject Matter Project**  
  California World Languages Project (CWLP) website  
  Location:  http://www.stanford.edu/group/CWLP/  |
| 5.  **Videos:**  
  Annenburg/CPB: Teacher training materials  
  Location:  http://www.learner.org/channel/libraries/tfl/  |
| 6.  **Professional Organizations**  
  California Association of Teachers of English to Speakers of Other Languages (CATESOL)  
  Website:  http://www.catesol.org/  
  California Language Teachers’ Association (CLTA)  
  Website:  http://www.clta.net/  
  Local Affiliate:  Foreign Language Association of the Sierra Highlands (FLASH)  
  American Council on the Teaching of Foreign Languages (ACTFL)  
  Website:  http://www.actfl.org/  
  Modern Language Association (MLA)  
  Contact:  membership@mla.org |
Website: http://www.mla.org/

Teachers of English to Speakers of Other Languages (TESOL)
Contact: members@tesol.org
Website: http://www.tesol.org/

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<th>Doctoral Programs</th>
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<td>(Partial Listing)</td>
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**Arizona**
Arizona State University
http://www.asu.edu/

University of Arizona
http://www.arizona.edu/

**New Mexico**
University of New Mexico
http://www.unm.edu/

New Mexico State University
http://www.nmsu.edu/

**California**
Stanford University
http://www.stanford.edu/

University of California, Berkeley
http://www.berkeley.edu/

University of California, Davis
http://www.ucdavis.edu/

University of California, Irvine
http://www.uci.edu/

University of California, Los Angeles
http://www.ucla.edu

University of California, San Diego
http://www.ucsd.edu
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<th>University of California, Santa Barbara</th>
<th>Goleta, CA</th>
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<td><strong>Colorado</strong></td>
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<td>University of Colorado, Boulder</td>
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<tr>
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<tr>
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<tr>
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</tr>
<tr>
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<td><a href="http://www.udel.edu/">http://www.udel.edu/</a></td>
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<tr>
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<td>University of Iowa</td>
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<tr>
<td>Kansas</td>
<td>University of Kansas</td>
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<td>Louisiana</td>
<td>Louisiana State University</td>
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<td>Maryland</td>
<td>The Johns Hopkins University</td>
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<tr>
<td></td>
<td><a href="http://www.jhu.edu">http://www.jhu.edu</a></td>
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<td>University of Maryland</td>
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<td>University of Massachusetts, Amherst</td>
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http://www.umass.edu/

**Michigan**
Michigan State University  
East Lansing, MI  
http://www.msu.edu/

University of Michigan  
Ann Arbor, MI  
http://www.umich.edu/

**Minnesota**
University of Minnesota, Minneapolis  
Minneapolis, MN  
http://www.umn.edu/

**Mississippi**
University of Mississippi  
University, MS  
http://www.olemiss.edu/

**New Jersey**
Princeton University  
Princeton, NJ  
http://www.princeton.edu/

**New York**
Cornell University  
Ithaca, NY  
http://www.cornell.edu

New York University  
New York, NY  
http://www.nyu.edu/

University at Buffalo  
Buffalo, NY  
http://www.buffalo.edu/

State University of New York  
Stony Brook, NY  
http://www.sunysb.edu/

University of Rochester  
Rochester, NY  
http://www.rochester.edu

**Ohio**
The Ohio State University  
Columbus, OH  
http://www.ohiostate.edu/index.php

**Oregon**
University of Oregon  
Eugene, OR  
http://www.uoregon.edu/
Pennsylvania
The Pennsylvania State University
http://www.psu.edu/
University Park, PA

University of Pennsylvania
http://www.upenn.edu
Philadelphia, PA

University of Pittsburgh
http://www.pitt.edu/
Pittsburgh, PA

Rhode Island
Brown University
http://ww.brown.edu
Newport, RI

South Carolina
University of South Carolina
http://www.sc.edu/
Columbia, SC

Texas
Rice University
http://www.rice.edu
Houston, TX

Texas A&M University
http://www.tamu.edu/
College Station, TX

University of Texas at Arlington
http://www.uta.edu/
Arlington, TX

University of Texas at Austin
http://www.utexas.edu/
Austin, TX

Washington DC
Georgetown University
http://www.georgetown.edu/
Washington, DC

Washington State
University of Washington
http://www.washington.edu/
Seattle, WA

Wisconsin
University of Wisconsin-Madison
http://www.wisc.edu
Madison, WI
ATTACHMENTS

A. Teaching International Languages
   • Preliminary Program Plan: Pattern A
   • Preliminary Program Plan: Pattern B
   • Preliminary Program Plan: Peace Corps Master’s International, TESOL Option

B. Graduate TESOL Certificate Program (School of Education)

C. The Minor in Linguistics (English Department)

D. The Certificate in Teaching College-Level Writing (English Department)

E. Plagiarism

F. Disability Support Services: CSU, Chico Faculty and Students with Disabilities
**TEACHING INTERNATIONAL LANGUAGES**  
**SCHOOL OF EDUCATION**  
**Preliminary Program Plan Advising Form**  
**Pattern A: TESOL**

Name _________________________________________ Phone ____________________________

Mailing Address ________________________________________________________________

<table>
<thead>
<tr>
<th>Required Courses (12 units)</th>
<th>Semester/Year</th>
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</thead>
<tbody>
<tr>
<td>☐ ENGL 470 Theory and Practice of Second Language Acquisition (3 Units)</td>
<td>____________</td>
</tr>
<tr>
<td>Prerequisite: ☐ ENGL 371 Principles of Language (Units are not applicable toward MA degree)</td>
<td>____________</td>
</tr>
<tr>
<td>☐ EDSL 637 Curriculum Development: Foreign Languages/English as a Second Language (3 units)</td>
<td>____________</td>
</tr>
<tr>
<td>☐ EDSL 636 Foreign/Second Language Education: Testing and Assessment Practices (3 units)</td>
<td>____________</td>
</tr>
<tr>
<td>☐ EDSL 610 Foreign/Second Language Teaching: Methods (3 units) OR</td>
<td>____________</td>
</tr>
<tr>
<td>☐ BLMC 672 Methods and Strategies for Second Language Acquisition and Academic Development (3 units)</td>
<td>____________</td>
</tr>
</tbody>
</table>

Number of units at the 400/500-level: 3  
Number of units at the 600-level: 9

**Language Studies: Pattern A (12 units)**  
**TESOL: English as a Second Language for adult learners/English as a Foreign Language**  
*Four courses to be included on program plan*

<table>
<thead>
<tr>
<th>Fixture</th>
<th>Prerequisites</th>
<th>Semester/Year</th>
</tr>
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<tbody>
<tr>
<td>☐ ENGL 431 Theory and Practice in Tutoring Composition (Prerequisites: ENGL 333 and ENGL 335 are strongly recommended.)</td>
<td>____________</td>
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</tr>
<tr>
<td>☐ ENGL 474 Syntactic and Morphological Analysis (Prerequisites: ENGL 371, ENGL 375)</td>
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<tr>
<td>☐ ENGL 476 Phonological Analysis (Prerequisites: ENGL 371, ENGL 375)</td>
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<tr>
<td>☐ ENGL 477 Semantics: Language and Meaning</td>
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<tr>
<td>☐ ENGL 478 Linguistic Approaches to Reading (Prerequisites: ENGL 371)</td>
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<tr>
<td>☐ ENGL 631 Literacy as Distributed Cognition</td>
<td>____________</td>
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<tr>
<td>☐ ENGL 632 Theories of Literacy</td>
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</tbody>
</table>
**ENGL 634**  Teaching Composition

**ENGL 689**  Internship in Teaching College English

**ENGL 692**  Special Topics in English

*ENGL 375, a prerequisite for some courses, is strongly recommended for all students in Pattern A.*

- Units at the 300-level are not applicable toward the MA degree.
- ENGL 431 is a 4-unit course. More than 21 units of 600-level coursework may be required to maintain the required 60% ratio of 600- and 400-level coursework.
- ENGL 570 may be included with faculty approval.
- Consider adding a minor in Linguistics or a Certificate in College-Level Writing to the degree, as this may be done with little or no additional coursework. (Refer to the English Department website.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Required</th>
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</thead>
<tbody>
<tr>
<td>ENGL 375</td>
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<tr>
<td>ENGL 431</td>
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<td>ENGL 570</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Units Required</th>
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<tbody>
<tr>
<td>ENGL 375</td>
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<td>ENGL 431</td>
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<tr>
<td>ENGL 570</td>
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</table>

**Number of units at the 400/500-level:** ________  
**Number of units at the 600-level:** ________

**Culture Studies (6 units)**

*Two courses to be included on program plan*

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 633 Foreign/Second Language Teaching: The Cultural Dimension</td>
<td>2</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>_______________________________________________</td>
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</tr>
</tbody>
</table>

**Research and Master’s Study (6 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Required</th>
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<tbody>
<tr>
<td>EDSL 635 Current Research and Developments:</td>
<td>2</td>
</tr>
<tr>
<td>Foreign/Second Language Education (3 units)</td>
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<tr>
<td><strong>OR</strong></td>
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<tr>
<td>_______________________________________________</td>
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</table>

**Number of units at the 400/500-level:** ________  
**Number of units at the 600-level:** ________

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ <strong>699T</strong> Master’s thesis: or _______ <strong>699P</strong> Master’s project (3 units)</td>
<td>2</td>
</tr>
<tr>
<td>OR</td>
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<tr>
<td>_______________________________________________</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Units Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDSL 696 Comprehensive Examination (3 units)</td>
<td>2</td>
</tr>
<tr>
<td><strong>OR</strong></td>
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</tr>
<tr>
<td>_______________________________________________</td>
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</tr>
</tbody>
</table>

* In most departments, students sign up for Master’s Study units in the home department of their graduate advisory committee chair (e.g., SPAN 699, EDMA 699). Check with your graduate advisory committee chair regarding policy in his or her department.

**Number of units at the 600-level:** ________

**Teaching Experience:** Requirement satisfied through ☐ Classroom Experience ☐ Course work

Notes: ____________________________________________________________

-----------------------------------------------------------------------------------------------------------------------------

**Total number of units at the 400/500/600-level** (36 units are required): ________  
**Total number of units at the 600-level** (At least 21 units are required): ________

**Candidate (Signature) ___________________________________________ Date __________________**

<table>
<thead>
<tr>
<th>Candidate (Signature)</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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</table>
TEACHING INTERNATIONAL LANGUAGES
SCHOOL OF EDUCATION
Preliminary Program Plan Advising Form
Peace Corps Master’s International
TESOL Option

Name ___________________________________________ Phone ___________________________

Mailing Address ________________________________________________________________________

Email Address _________________________________________________________________________

**Required Courses (30 units)**

- [ ] EDSL 610 Foreign/Second Language Teaching: Methods (3 units) ____________
- [ ] EDSL 633 Foreign/Second Language Teaching: The Cultural Dimension (3 units) ____________
- [ ] EDSL 635 Current Research and Developments: Foreign/Second Language Education (3 units) ____________
- [ ] EDSL 636 Foreign/Second Language Education: Testing and Assessment Practices (3 units) ____________
- [ ] EDSL 637 Curriculum Development: Foreign Languages/English as a Second Language (3 units) ____________
- [ ] EDCI 689 Professional Field Experience (3 units) ____________
- [ ] ENGL 470 Theory and Practice of Second Language Acquisition (3 Units) ____________

  **Prerequisite:** [ ] ENGL 371 Principles of Language (Units are not applicable toward MA degree)

**Electives (6 units)**

*Two 400-/600-level courses in Linguistics*

- [ ] ENGL 474 Syntactic and Morphological Analysis (Prerequisites: ENGL 371, ENGL 375) ____________
- [ ] ENGL 475 History of the English Language ____________
☐ ENGL 476  Phonological Analysis  (Prerequisites: ENGL 371, ENGL 375)  __________

☐ ENGL 477  Semantics: Language and Meaning  __________

☐ ENGL 478  Linguistic Approaches to Reading  (Prerequisites: ENGL 371)  __________

☐ ENGL 570  Contemporary Linguistic Topics  __________

NOTES:__________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

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Total number of units at the 400/500/600-level (36 units are required): __________
Total number of units at the 600-level (At least 27 units are required): __________

Candidate (Signature) __________  Date __________  Date __________  Date __________

Graduate Coordinator (Signature) __________  Date __________  Date __________  Date __________
TEACHING INTERNATIONAL LANGUAGES  
SCHOOL OF EDUCATION  
Preliminary Program Plan Advising Form  
Pattern B: Foreign Language

Name ___________________________  Phone ___________________________
Address ____________________________________________________________

Required Courses (12 units)  

☐ ENGL 470  Theory and Practice of Second Language Acquisition  
(3 units)  
Prerequisite:  
☐ ENGL 371  Principles of Language  
(Units are not applicable toward MA degree)

Note: Students in this pattern are allowed to substitute ENGL 471 for ENGL 371 and ENGL 470 if they do not plan to enroll in any other courses in linguistics within the English Department.

☐ EDSL 637  Curriculum Development: Foreign Languages/English as a Second Language (3 units)

☐ EDSL 636  Foreign/Second Language Education: Testing and Assessment Practices (3 units)

☐ EDSL 610  Foreign/Second Language Teaching: Methods (3 units)

☐ BLMC 672  Methods and Strategies for Second Language Acquisition and Academic Development (3 units)

Number of units at the 400/500-level: 3  
Number of units at the 600-level: 9

Language Studies: Pattern B Foreign Language (12 units)

Selections should consist primarily of courses taught in the target language, e.g., French, German, Italian, and Spanish. Candidates are (a.) expected to hold an appropriate degree or credential, or to possess comparable proficiency in the target language as assessed by the Foreign Languages and Literatures Department (For Spanish, this is satisfied by passing CSET); and (b) advised to include as many graduate-level, foreign language courses as possible on their programs. Candidates may also select from English Department offerings in linguistics, as appropriate.

Four courses to be included on program plan.

☐ 1 ___________________________________________  
   (Department, number, title, and units)

☐ 2 ___________________________________________  
   (Department, number, title, and units)

☐ 3 ___________________________________________  
   (Department, number, title, and units)

☐ 4 ___________________________________________  
   (Department, number, title, and units)
Number of units at the 400/500-level: _______  Number of units at the 600-level: _______

**Culture Studies (6 units)**

*Two courses to be included on program plan*

☐ 1 ___________________________________________  ________
    *(Department, number, title, and units)*

☐ 2 ___________________________________________  ________
    *(Department, number, title, and units)*

*Prerequisites:*

☐ ___________________________________________  ________

Number of units at the 400/500-level: _______  Number of units at the 600-level: _______

**Research and Master’s Study (6 units)**

☐ EDSL 635  Current Research and Developments:
       Foreign/Second Language Education (3 units)
   OR

☐ Approved research methods course: ___________________________  ________
       *(Department, number, title, units)*

☐ ---- 699T* Master’s thesis or ---- 699P Master’s project (3 units)
   OR

☐ EDSL 696 Comprehensive Examination (3 units)

* In most departments, students sign up for Master’s Study units in the home department of their graduate advisory committee chair (e.g., SPAN 699, EDMA 699). Check with your graduate advisory committee chair regarding policy in his or her department.

Number of units at the 600-level: 6

*Teaching Experience:* Requirement satisfied through ☐ Classroom Experience ☐ Course work

*NOTES:* ____________________________________________________________

-----------------------------------------------------------------------------------------------------------------------------

Total number of units at the 400/500/600-level  (36 units are required): ________  Total number of units at the 600-level  (At least 21 units are required): ________

Candidate (Signature) __________________  Date ______________  Date ______________  Date ______________

Graduate Coordinator (Signature) __________________  Date ______________  Date ______________  Date ______________
Avoiding PLAGIARISM
Mastering the Art of Scholarship

In writing, we draw upon others’ words and ideas and the intellectual heritage underlying human progress. Scholarship entails researching, understanding, and building upon the work of others, but also requires that proper credit be given for any “borrowed” material. CSU Chico students are responsible for ethical scholarship and for knowing what plagiarism is and how to avoid it.

WHAT IS PLAGIARISM?
Plagiarism means using another's work without giving credit. You must put others’ words in quotation marks and cite your source(s) and must give citations when using others’ ideas, even if those ideas are paraphrased in your own words.

“Work” includes “original ideas, strategies, and research,” art, graphics, computer programs, music, and other creative expression. The work may consist of writing, charts, pictures, graphs, diagrams, data, websites, or other communication or recording media, and may include “sentences, phrases, and innovative terminology,” formatting, or other representations.

The term “source” includes published works (books, magazines, newspapers, websites, plays, movies, photos, paintings, and textbooks) and unpublished sources (class lectures or notes, handouts, speeches, other students’ papers, or material from a research service).

Using words, ideas, computer code, or any work by someone else without giving proper credit is plagiarism. Any time you use information from a source, you must cite it.

WHY SHOULD YOU BE CONCERNED ABOUT PLAGIARISM?
- If you plagiarize, you are cheating yourself. You don’t learn to write out your thoughts in your own words, and you don’t get specific feedback geared to your individual needs and skills. Plagiarizing a paper is like sending a friend to practice tennis for you—you’ll never score an ace yourself!
- Plagiarism is dishonest because it misrepresents the work of another as your own.
- Plagiarism violates the CSU Chico Code of Student Rights and Responsibilities and can result in a disciplinary sanction that can include suspension or expulsion.

- Plagiarism devalues others’ original work. Submitting a professional writer’s work as yours is taking an unfair advantage over students who do their own work.
- It is wrong to take or use property (an author’s work) without giving the owner the value or credit due. Further, copyright violations can result in fines or damages.

HOW TO CITE SOURCES

The most common citation method is to identify the source in the text, putting the author’s last name and the publication year in parenthesis, with the page number of the cited material (Hacker, 1995, p. 261). The author’s last name links the reader to a list of sources at the end of the paper where the full publishing information is given.

References:

Two other methods are footnotes and endnotes, which use raised numbers at the end of an idea or quoted words to link the reader to the source given at the bottom of the page (footnote) or at the end of the paper (endnote).

For all three methods, you must include the source in a reference list at the end of the paper. Here, sources are fully identified by author’s name, title, publisher’s name, year of publication, and page number(s). For more information, see the MLA or APA handbooks.

HOW CAN YOU AVOID PLAGIARISM?
Know what plagiarism is: ignorance will not excuse a violation. Intentional plagiarism is deliberate copying or use of another’s work without credit. Unintentional plagiarism can result from not knowing citation standards (“I thought the internet was free!”), from sloppy research and poor note-taking, or from careless “cutting and pasting” of electronic sources. Both intentional AND unintentional plagiarism are violations of our Code.
GUIDELINES for AVOIDING PLAGIARISM:

• USE YOUR OWN WORDS AND IDEAS.
  Practice is essential to learning. Each time you choose your words, order your thoughts, and convey your ideas, you can improve your writing.

• GIVE CREDIT FOR COPIED, ADAPTED, OR PARAPHRASED MATERIAL.
  If you repeat another’s exact words, you MUST use quotation marks AND cite the source. If you adapt a chart or paraphrase a sentence, you must still cite. Paraphrase means that you restate the author’s ideas, meaning, and information in your own words (see examples).

• AVOID USING OTHER’S WORK WITH MINOR "COSMETIC" CHANGES.
  Examples: using “less” for “fewer,” reversing the order of a sentence, changing terms in a computer code, or altering a spread sheet layout. If the work is essentially the same, give credit.

• THERE ARE NO “FREEBIES.”
  ALWAYS cite words, information, and ideas you use if they are new to you (learned in your research). No matter where you find it – even in an encyclopedia or on the Internet – you cite it!

• BEWARE OF “COMMON KNOWLEDGE.”
  You don’t have to cite “common knowledge,” BUT the fact must really be commonly known. That Abraham Lincoln was the U.S. President during the Civil War is common knowledge; that over 51,000 Union and Confederate soldiers died in the Battle of Gettysburg is not.

• WHEN IN DOUBT, CITE.
  Better to be safe than not give credit when you should!

EXAMPLE of ETHICAL SCHOLARSHIP

Citing a source for factual information:

In describing the role of the Los Angeles Times in the conflicts and events surrounding the diversion of water from the Owens Valley, I have relied upon the factual account given in Thinking Big—the Story of the Los Angeles Times (Gottlieb and Wolt, 1997).4

Identifying the source “up front” means the student doesn’t need a page cite until the end of this paragraph, but additional page citations would be required to reference facts used later in the paper.

MORE EXAMPLES – How to Cite Correctly

The Original Source:

“In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.”5

Plagiarism (same words, no quotation markes):

In research writing, sources are cited to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.

The student has used the author’s exact words, leaving out only a phrase, without quotation marks or a citation.

Also Plagiarism (incorrect paraphrase):

In research writing, we cite source for a couple of reasons: to notify readers of our information sources and give credit to those from whom we have borrowed. (Hacker).

The student has made only slight changes, substituting words such as “a couple” for “two”, “notify” for “alert”, and “our” “we” for “your” “you”, leaving out a few words, and giving an incomplete citation.

A Solution (appropriate paraphrase):

A researcher cites her sources to ensure her audience knows where she got her information, and to recognize and credit the original work. (Hacker, 1995, p. 260).

This student has paraphrased in her own words, while accurately reflecting and citing the author’s ideas.

A Different Solution (quotation with cite):

In her book A Writer’s Reference, Diana Hacker notes, “In research writing, sources are cited for two reasons: to alert readers to the sources of your information and to give credit to the writers from whom you have borrowed words and ideas.” (1995, p. 260).

By introducing his source, the student signals that the following material is from that source. All verbatim words are in quotation marks, and the source of the quote is cited with a page number.

GETTING HELP

Read the syllabus and the assignment; ask your instructor how to cite sources; and get a book on writing and citing research papers.

Adapted and reprinted with permission from University of California, Davis, Student Judicial Affairs, October 1999

1 Brenda Spatt, Writing From Sources (St. Martins Press, 1983), p. 438.
2 Ibid.
5 Diana Hacker, A Writer’s Reference (St. Martin’s Press, 1995).
Legal Issues
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity.

"Qualified" with respect to postsecondary educational services, means "a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services."

"Person with a disability" means "any person who 1) has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, and working], 2) has a record of such an impairment, or 3) is regarded as having such an impairment." Disabilities covered by legislation include hearing impairments, impairments, learning disabilities, psychiatric disorders, speech impairments, mobility impairments, and visual impairments.

Accommodations and Universal Design Accommodations

The student with a disability is the best source of information regarding necessary accommodations. In postsecondary settings it is the student's responsibility to request disability-related accommodations, but a faculty member can include a statement on the class syllabus inviting students who have disabilities to discuss academic needs. An example of such a statement is "If you wish to discuss academic accommodations, please contact me as soon as possible." On most campuses an office that supports students with disabilities informs instructors of reasonable accommodations for specific students.

Universal Design

Universal design has been defined as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design" (http://www.design.ncsu.edu/cud/univ_design/ud.htm). Applications of universal design are described in Universal Design at http://www.washington.edu/doit/Resourcesludesign.html.
Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials and strategies to improve access for everyone. For example, captions on multimedia benefit students with hearing impairments, those whose first language is not English, and people with some types of learning disabilities. Examples of how universal design of instruction can improve class climate; physical access, usability, and safety; delivery methods; information resources; interaction; feedback; and assessment can be found in Equal Access: Universal Design of Instruction at [http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html](http://www.washington.edu/doit/Brochures/Academics/equal_access_udi.html). Universal design minimizes, but does not eliminate the need for accommodations.

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### Examples of Academic Accommodations

Following are examples of specific disability-related accommodations that students and educators have used successfully.

**Low Vision:**
- Seating near front of class
- Large print handouts, lab signs, and equipment labels
- TV monitor connected to microscope to enlarge images
- Class assignments made available in electronic format
- Computer equipped to enlarge screen characters and images

**Blindness:**
- Audio taped, Brailled or electronic-formatted lecture notes, handouts, and texts
- Verbal descriptions of visual aids
- Raised-line drawings and tactile models of graphic materials
- Braille lab signs and equipment labels, auditory lab warning signals
- Adaptive lab equipment (e.g., talking thermometers and calculators, light probes, and tactile timers)
- Computer with optical character reader, speech output Braille screen display and printer output

**Hearing Impairment:**
- Note takers
- Captioned films
- Visual aids
- Interpreter, real-time captioning, FM systems
- Written assignments, lab instructions, summaries, notes
- Use of electronic mail for class and private discussions
- Visual warning systems for lab emergencies

**Learning Disability:**
• Note takers and/or audio-taped class sessions
• Captioned films
• Extra exam time alternative testing arrangements
• Visual, aural, and tactile instructional demonstrations
• Computers with voice output, spellchecker, and grammar checker

Mobility Impairment:
• Note takers, lab assistants, group lab assignments
• Classrooms, labs, and field trips in accessible locations
• Adjustable tables; lab equipment located within reach
• Class assignments made available in electronic format
• Computers equipped with special input device (e.g., voice input, alternative keyboard)

Health Impairment:
• Note takers
• Flexible attendance requirements
• Extra exam time
• Assignments made available in electronic format
• Use of email to facilitate communication

Useful Teaching Techniques

Below you will find examples of teaching techniques in the classroom, laboratory, examinations, and field work that benefit all students, but are especially useful for students who have disabilities.

Classroom:
• Select course materials early so that students and the campus disabled student services office have enough time to translate them to audiotape, Braille, and/or large print
• Make syllabi, short assignment sheets, and reading lists available in electronic format (e.g., CD, electronic mail, WWW).
• Design course web pages to be accessible to students with disabilities. For further information, refer to http://www.washington.edu/computing/accessible/howto.html
• Face the class when speaking.
• Repeat discussion questions.
• Write key phrases and lecture outlines on the blackboard or overhead projector.

Laboratory:
• Take a student on a tour of the lab he/she will be working in
• Discuss safety concerns.
• Assign group lab projects in which all students contribute according to their abilities.
• Arrange lab equipment so that it is accessible to and usable by everyone.
• Give oral and written lab instructions.

Examination and Fieldwork:
• Assure that exams test the essential skills or knowledge needed for the course or field of study.
• Some students will require extra time to transcribe or process test questions; follow campus policies regarding extra time on examinations.
• Consider allowing students to turn in exams via electronic mail.
• Attempt to include all students in field opportunities, rather than automatically suggesting non-field work alternatives for students with disabilities.
• Ask students how they might be able to do specific aspects of field work.
• Include special needs in requests for field trip vehicle reservations.

For more information about Disability Support Services, please call 898-5959 or e-mail www.csuchico.edu/dss