



## Executive Memorandum 22-005

February 3, 2022

**From:** Gayle E. Hutchinson, President

A handwritten signature in black ink, appearing to read "Gayle E. Hutchinson", written over a horizontal line.

**Subject:** Approval of the New Option in Single Subject Credential (Spanish) within the MA in Language Teaching

Upon the recommendation of the Academic Senate and with the concurrence of the Provost, I approve the new Option in Single Subject Credential (Spanish) within the MA in Language Teaching, Department of Languages and Cultures, College of Humanities and Fine Arts. The new option will require 23 units, will use CSU code 08998 with a related CIP code of 13.306, and will be effective fall 2022.

<b>Policy Title:</b>	EM 22-005 Option in Single Subject Credential (Spanish)
<b>Contact:</b>	Department of Languages and Cultures
<b>Supersedes:</b>	
<b>Revision:</b>	
<b>Enabling Legislation or Executive Order:</b>	

*Academic Programs, Innovations and Faculty Development*  
CSU Office of the Chancellor  
401 Golden Shore, Long Beach, CA 90802

[www.calstate.edu](http://www.calstate.edu)

**Brent M. Foster, Ph.D.**

Assistant Vice Chancellor and State University Dean  
Phone 562-951-4149  
[bfoster@calstate.edu](mailto:bfoster@calstate.edu)

January 24, 2022

Dr. Daniel S. Grassian  
Vice Provost for Academic Affairs  
California State University, Chico  
400 West First Street  
Chico, California 95929

Dear Daniel,

Thank you for notifying us that California State University, Chico has approved the option in Single Subject Credential (Spanish) in the Master of Arts in Language Teaching. The degree and concentration will continue to report using the CSU degree code 08998 and CIP code 13.306

The campus is responsible for making any necessary updates to the Degrees Database.

If you have questions, please contact me at [bfoster@calstate.edu](mailto:bfoster@calstate.edu).

Sincerely,



Brent M. Foster, Ph.D.  
Assistant Vice Chancellor & State University Dean of Academic Programs

cc: Dr. Debra Larson, Provost and Vice President for Academic Affairs

## New Graduate Option

**Program Name:** Option in Single Subject Credential (Spanish)

Program named above is an option within:

MA in Teaching International Languages  
(degree program name)

**Department Contact(s) w/phone #(s):** **Friederike Fichtner, Grad Coordinator (608 695 9871)**  
**Christine Goulding, Dept. Chair**

### Required Signatures

**The Department of International Languages, Literatures, and Cultures has reviewed and approved this program**



Chair, Department Curriculum Committee

4/27/2021

Date

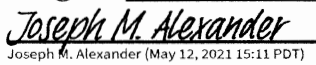


Department Chair

4/27/2021

Date

**The College of Humanities and Fine Arts has reviewed and approved this new program**



Joseph M. Alexander (May 12, 2021 15:11 PDT)

Chair, College Curriculum Committee

May 12, 2021

Date



Tracy Butts (May 12, 2021 15:48 PDT)

College Dean

May 12, 2021

Date

**The Graduate Council has reviewed and approved this new program**



Dean of Graduate Studies

5/27/2021

Date

**Send signature page with proposal attached to Curriculum Services at zip 128**

Curriculum Review Completed



Date 8/30/2021

**Note:** The department will be notified of the dates for EPPC, Academic Senate, WASC, and Chancellor's Office review.

## Proposal for a New Option

- I. Proposed title of new option and name of degree program under which the new option will be offered.

**MA Degree in Teaching International Languages: Option in Single Subject Credential (Spanish)**

- II. Academic year of intended implementation.

**2022/23**

- III. Name of the department and college submitting the proposal.

- A. Identify the unit which will have primary responsibility for the option.

**Department of International Languages, Literatures, and Cultures  
College of Humanities and Fine Arts**

- B. Identify the level of the option (i.e., undergraduate or graduate).

**Graduate**

- IV. Statements on questions of need and demand.

- A. Relation of the program to the [University Strategic Plan](#).

**This new option supports the university's strategic priorities of Civic and Global Engagement and Equity, Diversity, and Inclusion and supports the university's commitment to academic distinction and transformative student experience. It also supports the campus' recent designation as a Hispanic Serving Institution and commitment to serving Latinx students who are interested in becoming highly qualified teachers of Spanish at the college level and secondary education level.**

**There has been a need for a credential option in the TIL (Teaching International Languages) MA program since TIL moved to International Languages, Literatures, and Cultures (ILLC) from the School of Education (SOE) in 2015. Since that time, many students have expressed interest in this option but were unable to complete both a credential and MA at the same time. Students needed to complete the TIL MA first and then were required to apply to the credential program separately; in essence, duplicating some of the same coursework or requiring significant substitutions for the courses, and incurring substantial costs. This option gives them the ability to complete both a credential and a Masters in one program in a two-year time frame instead of three or more years. This option better prepares MA candidates with a more extensive clinical field experience (two full semesters with a master teacher in area schools) and a more specialized foundation in pedagogy and K-12 curriculum and instruction theory beyond what they would receive in the TIL MA program alone. It also strengthens the theoretical and research knowledge in**

**second language acquisition and language teaching methodology that students would receive in the Single Subject Credential program alone. Additionally, this option utilizes existing courses in both the TIL MA program and the Single Subject Credential program and does not require the creation of any new courses.**

**The collaboration between the MA in TIL and the School of Education will make it easier for future teachers to attain both a credential and a specialized advanced degree in language teaching in order to better serve K-12 students throughout the North State. Effective and innovative Spanish teachers at the secondary level and beyond are needed across the United States. Graduates from the option will be well prepared to meet this need.**

B. Need for the proposed option.

1. Identify other CSU campuses with the proposed option.

**No other CSU campuses have an option like this, nor a degree program analogous to our MA in Teaching International Languages**

2. Identify neighboring institutions with the proposed option.

**N/A**

3. Identify differences, if any, between these programs and the proposed program.

**N/A**

C. Identify other closely related curricula currently offered by the campus.

1. Explain the impact the proposed option will have on these programs.

**The MA/credential option combines two existing programs by reducing redundancies and time and cost for students. The proposed option will likely result in a net gain in enrollment in both programs.**

2. Explain how current programs do not meet the proposed option's objectives.

**Students often feel torn between pursuing the MA in TIL and pursuing the credential. This program allows students to earn both in the same amount of time it takes to earn the MA alone without incurring substantial costs in doing both programs separately.**

D. Student demand for the program.

1. Give evidence of serious student interest in the proposed option.

**In meetings with or email inquiries from prospective students, Dr. Fichtner continually fields the same question: Should I pursue the MA or the credential or can I do both? Students currently pay**

**graduate tuition rates to obtain their credential and struggle to choose between a graduate degree and a credential in language teaching. This option gives them the opportunity to pursue both simultaneously without duplicating coursework and incurring substantial additional costs. It allows them to get both a master's degree and a teaching credential in 2 years instead of 3-3 ½ years.**

2. Estimated number of students seeking the option
  - a. in the year of initiation.  
**2-4**
  - b. after three years.  
**3-5**
  - c. after five years.  
**5-7**
  - d. Describe methodology for developing these estimates.  
**Estimates are based on coordinator's past and ongoing discussions with prospective and current students.**
3. Estimate the number of options awarded  
**2 in the first year, and 3-7 each year thereafter.**
  - a. Describe methodology for developing these estimates.  
**See above D. #1.**

E. Identify professional uses for the proposed option.

**Students will be able to begin a career in K-12 secondary education with a graduate degree, which will increase their employability and entry on the salary schedule.**

#### V. Resources

- A. List the faculty members for the required courses in the program by  
Name: **Dr. Friederike Fichtner**  
Rank: **Assistant Professor**  
Appointment status: **Tenure-track**  
Highest degree earned: **PhD**  
Date and Field of highest degree: **2015, PhD in German and Second Language Acquisition**  
Professional experience: **Director of MA in Teaching International Languages; Assistant Professor of German and Second Language Acquisition**

Name: **Dr. Rony Garrido**

Appointment status: **Tenured**  
Highest degree earned: **PhD**  
Date and Field of highest degree: **2001, PhD in Spanish**  
Professional experience: **Instructor of Spanish language courses and core courses in MA in TIL program**

Name: **Dr. Colum Yip**  
Rank: **Lecturer**  
Appointment status: **Temporary AY**  
Highest degree earned: **PhD**  
Date and Field of highest degree: **2018, PhD in Linguistics**  
Professional experience: **Instructor of second language acquisition course and core courses in MA in TIL**

Name: **Saundra Wright**  
Rank: **Professor**  
Appointment status: **Tenured**  
Highest degree earned: **PhD in Linguistics**  
Date and Field of highest degree: **2001, PhD in Linguistics**  
Professional experience: **Professor of Linguistics; Director of the ESL Support Services**

Name: **Maris Thompson**  
Rank: **Professor**  
Appointment status: **Tenured**  
Highest degree earned: **PhD**  
Date and Field of highest degree: **2008, PhD in Education: Language, Literacy, Culture**  
Professional experience: **Professor, School of Education; Coordinator, Liberal Studies**

Name: **Michael Gulbransen**  
Rank: **Lecturer**  
Appointment status: **AY**  
Highest degree earned: **EdD**  
Date and Field of highest degree: **2016, EdD in Education**  
Professional experience: **Coordinator of the Single Subject Program; Lecturer in the School of Education**

B. List the faculty members for the elective courses in the program by

Name: **Dr. Friederike Fichtner**  
Rank: **Assistant Professor**  
Appointment status: **Tenure-track**  
Highest degree earned: **PhD**  
Date and Field of highest degree: **2015, PhD in German and Second Language Acquisition**  
Professional experience: **Director of MA in Teaching International**

**Languages and Assistant Professor of German and Second Language Acquisition**

Name: **Saundra Wright**

Rank: **Professor**

Appointment status: **Tenured**

Highest degree earned: **PhD in Linguistics**

Date and Field of highest degree:

Professional experience: **Professor of Linguistics; Director of the ESL Support Services**

- C. List the resources needed to sustain the program for the first five years, including cost and funding source.

**This option combines existing courses from two Colleges: HFA and CME. No new resources are required.**

1. Faculty      N/A
2. Staff        N/A
3. Facilities    N/A
4. Library resources; provide evidence of consultation with the Library Dean indicating that the program can be supported by the library.  
**See Appendix A. Library Statement**
5. Equipment   N/A
6. Specialized material      N/A

- D. Additional support resources required, including source of support.

N/A

VI. Curriculum

Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

- A. Total number of units required for option.

**47**

- B. Special criteria for admission and/or continuation (if applicable).

**Admission Requirements for the TIL MA Single Subject Credential Option (Spanish):**

1. Bachelor's Degree from accredited program
2. Subject Matter Competency waiver letter (Spanish) **OR** CSETs (Spanish)



3. Basic Skills Examination (e.g., California Basic Education Skills Test (CBEST) or equivalent)
  4. Additional requirements for admission to the Single Subject Credential Program (Certificate of Clearance, TB clearance)
- C. Explanation of any special program characteristics (e.g., terminology, credit units required, types of coursework, etc.). **N/A**
- D. List all new courses for the proposed program.

**The program uses only existing courses. No new courses are needed.**

- E. List all required courses for the program.

**Prerequisites:**

- EDTE 255:** Introduction to Democratic Perspectives in K-12 Teaching (3 units)  
**EDTE 302:** Access and Equity in Education (3 units)  
**EDTE 451:** Health Education for Secondary Teachers (3 units)  
**EDTE 580:** Educational Psychology (3 units)

**Required Courses: Proposed Sequence:**

**Semester 1 (Fall)**

- EDSL 610:** Methodology (I) for Teaching Beginning Language Learners (3 units)  
 \*subs for **EDTE 533** (credential course)  
**EDSL 630:** Teaching Second Language Writing (3 units)  
**EDSL 633:** Teaching Foreign Languages: The Cultural Dimension (3 units)  
 \*subs for **EDTE 530** (prerequisite for credential)  
**EDTE 534:** Teaching Special Populations (2 units)

**Semester 2 (Spring)**

- EDSL 605:** Technology in Second/Foreign Language Learning and Teaching (3 units)  
**EDSL 635:** Research Methods in Second Language Acquisition (3 units)  
**ENGL 470** Theory and Practice of Second Language Acquisition (3 units)  
 or **ENGL 471** Intensive Theory and Practice of Second Language Acquisition (3 units)  
 \***Basic Skills Examination and Subject Matter Competence** (waiver letter or CSET) must be completed before semester 3

**Semester 3 (Fall)**

- EDTE 532:** Literacy Development (3 units)  
**EDTE 662: Teaching Residency I** (6 units)  
 \*subs for **EDSL 689** (3-unit MA core course)  
**EDTE 537:** Applications for Democratic Education (3 units)

**Semester 4 (Spring)**

**EDSL 620:** Methodology (II) for teaching intermediate & heritage language learners (3 units)

\*subs for **EDTE 536** (credential course; collaborate at instructor level)

**EDTE 665: Teaching Residency II** (6 units)

**EDUC 501:** CalTPA support Cycle 1 and 2 (3 units)

**EDSL 696** Comprehensive MA exam (3 units) **or EDSL 699T/P**  
**or SPAN 699T/P** Master's thesis or project (3 units)

- F. List all elective courses for the program.  
Course number and title  
Units of credit

N/A

- G. For undergraduate options, explain provisions for articulation of the proposed option with community college courses.

N/A

- H. For undergraduate options, will the new option be matched to an existing associate degree, as specified in SB 1440, and if so, is it certain that the new degree option will not require a student to repeat courses similar to those taken for the associate degree?

N/A

- I. Writing Requirement

1. For an undergraduate option, list the number and title of the Graduation Writing Assessment (GWAR) course for the option. List the GWAR course for the degree program if it is different from the GWAR course for the option.
2. For a graduate option, indicate how the graduate literacy requirement is met within the option and/or degree program.

**Like students in the MA program, students in the MA/credential option**

- J. For a graduate option, indicate the culminating activity for the option and/or degree program.

**Students enroll in EDSL 696: Comprehensive Exam or EDSL 699T/P (thesis or project) or SPAN 699T/P (thesis or project).**

- K. Complete catalog copy, including full degree requirements (i.e., a catalog description of the full degree program, not just the option being proposed), and admission and completion requirements. See the current University Catalog for

correct format; please follow it exactly. Before the proposal is submitted to Academic Affairs (for undergraduate options) or to the Office of Graduate Studies (for graduate program options), it may be helpful to review catalog copy with Academic Publications.

**Items in red are the additions to the existing catalog copy/degree.**

\_\_\_\_\_ beginning of catalog copy \_\_\_\_\_

## **The Master of Arts in Teaching International Languages**

The MA in Teaching International Languages promotes the study of languages and cultures as an integral part of a world class education in a global society. Coursework focuses on linguistic, cultural, and pedagogical knowledge and its applications in teaching foreign languages and TESOL (Teaching English to Speakers of Other Languages). The program prepares professionals for a broad spectrum of cultural contexts and instructional settings in the United States and abroad.

This degree is offered by the Department of International Languages, Literatures, and Cultures as a 36-47 unit interdisciplinary program for graduate students interested in the effective teaching and learning of languages. By integrating course work from International Languages, Literatures, and Cultures, as well as from English and Education, this interdisciplinary degree encompasses studies in second language acquisition, foreign language pedagogy, linguistics, literature, language, and culture. The program promotes the development of knowledgeable, reflective, inquiry-oriented professionals prepared to teach foreign languages (including English as a foreign language), and English as a second language to adolescent and adult learners so that students from all nations can fully participate in the multilingual, interdependent communities of the twenty-first century. Required courses and electives provide the theoretical and practical foundations essential for foreign language teachers, second/foreign language college and university instructors, and other professionals teaching world languages. It is also ideal for educators interested in National Board Certification specific to English as a New Language and World Languages.

### **Course Requirements for the Master's Degree: 36-47 units**

Continuous enrollment is required. At the discretion of the academic program, a maximum of 30 percent of the units counted toward the degree requirements may be special session credit earned in non-matriculated status combined with all transfer coursework. This applies to special session credit earned through Open University, or in courses offered for academic credit through Regional and Continuing Education. Correspondence courses and UC Extension coursework are not acceptable for transfer. Correspondence courses and UC Extension coursework are not acceptable for transfer.

#### **Graduate Time Limit:**

All requirements for the degree are to be completed within seven years of the end of the semester of enrollment in the oldest course applied toward the degree. See [Master's Degree Requirements](#) in the *University Catalog* for complete details on general degree requirements.

### **Prerequisites for Admission to Conditionally Classified Status:**

1. An acceptable baccalaureate from an accredited institution, or an equivalent approved by the Office of Graduate Studies. Candidates with a foreign language emphasis are expected to hold an

appropriate degree or credential, or to demonstrate comparable proficiency in the target language as assessed by the International Languages, Literatures, and Cultures Department.

2. Satisfactory grade point average as specified in "Admission to Master's Degree Programs."
3. An undergraduate grade point average of 3.0 in the last 30 units, and 2.75 in the last 60 units.
4. Approval by the Teaching International Languages Program and the Office of Graduate Studies. Students admitted to conditionally classified status must also file an approved, preliminary program plan with the Graduate Coordinator and request advancement to classified status upon completion of 6 units of the proposed program.
5. A minimum TOEFL score of at least 550 on the paper-based exam; 213 on the computer-based TOEFL; 80 on the internet-based test; or a band score of 6.5 on the IELTS.

## **Prerequisites for Admission to Classified Status:**

1. In place of the third requirement above: an undergraduate grade point average of 3.0 in the last 60 units. Students admitted to classified status must also file an approved, preliminary program plan with the Graduate Coordinator.
2. All other conditions listed under Admission to Conditionally Classified Status.

## **Advancement to Candidacy:**

In addition to any requirements listed above:

1. Classified graduate standing.
2. Completion of 9 units of the proposed program at the University.
3. An approved master's degree program plan developed in consultation with the graduate advisory committee and the Graduate Coordinator.
4. Request for advancement to candidacy.

## **Requirements for the MA in Teaching International Languages:**

Completion of all requirements established by the program's Advisory Board, the student's graduate advisory committee, and the Office of Graduate Studies, to include:

1. Completion of an approved program consisting of 36 units of 400/500/600-level courses.
  - (a) The required core courses (24 units), one of the two language studies emphasis (9 units), and the culminating activity (3 units).
  - (b) At least 60 percent of the units required for the degree in 600-level courses.
  - (c) Not more than 15 units taken before admission to classified status.
  - (d) Not more than a total of 10 units of Independent Study (697) and Master's Thesis (699T) or Master's Project (699P; not more than 6 units of Master's Thesis (699T) or Master's Project (699P).

### **Required courses:**

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

EDSL 605	Technology in Second/Foreign Language Teaching and Learning	3.0	SP
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EDSL 610	Second/Foreign Language Teaching Methodology for Beginning Learners	3.0	FA
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Note: taking a beginning-level course in a foreign language is strongly recommended for all students in EDSL 610.

EDSL 620	Second/Foreign Language Teaching Methodology for Intermediate Learners	3.0	SP
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EDSL 630	Teaching Second Language Writing	3.0	FA
EDSL 633	Foreign/Second Language Teaching: The Cultural Dimension	3.0	FA
EDSL 635	Current Research and Developments in Foreign/Second Language Education	3.0	SP
EDSL 689	Internship	1.0 -6.0	INQ

Note: EDSL 689 must be taken for 3 units. EDSL 689 is required for the Graduate TESOL Certificate. Students entering the program without teaching experience must demonstrate experience prior to graduation through one or more of several options: internship courses offered by the department of International Languages, Literatures, and Cultures (e.g., SPAN 689); teaching experience as an instructor with the [American Language and Culture Immersion \(ALCI Chico\)](#) on campus; as an instructor in University departments (e.g., English or International Languages, Literatures, and Cultures) or at the community college level (e.g., Butte College, Shasta College, Yuba College); teaching experience overseas; or by other appropriate means.

The **language studies** component of the program consists of 9 units of electives within one of two areas of emphasis: English as a Second/Foreign Language or Foreign Language. In consultation with a graduate advisor, students will choose an area of emphasis consistent with the target language they teach.

## English as a Second/Foreign Language

### 9-10 units selected from:

ENGL 431	Theory and Practice in Tutoring Composition	4.0	FS	
<i>Prerequisites: ENGL 333W and ENGL 335W are strongly recommended.</i>				
ENGL 472	Pedagogical Grammar	3.0	FA	
ENGL 474	Syntactic and Morphological Analysis	3.0	SP	
<i>Prerequisites: ENGL 371, ENGL 375.</i>				
ENGL 476W	Phonological Analysis (W)	3.0	SP	GW W
<i>Prerequisites: Completion of GE Written Communication (A2) requirement, ENGL 371.</i>				
ENGL 477	Semantics: Language and Meaning	3.0	FA	
ENGL 478	Approaches to Reading	3.0	FA	
ENGL 481	Sociolinguistics	3.0	FA	
ENGL 631	Literacy as Distributed Cognition	3.0	FS	
ENGL 632	Theories of Literacy	3.0	SP	
ENGL 634	Teaching Composition	3.0	SP	
ENGL 689T	Internship in Teaching College English	3.0	FS	
<i>Prerequisites: ENGL 431 or ENGL 470 for ESL; faculty permission.</i>				
ENGL 692	Special Topics in English	3.0	FS	

Note: ENGL 375, a foundation course, is strongly recommended for all students in this emphasis.

## Foreign Language

For the Foreign Language Emphasis, students select 9 units of 400/500/600-level course work in linguistics, language, literature and/or culture taught in the target language. Selections should consist primarily of courses taught in the target language (e.g., French, German, Italian, Japanese, Spanish). Candidates are expected to hold an appropriate degree or credential, or to possess comparable proficiency in the target language as assessed by the International Languages, Literatures, and Cultures Department. In consultation with the graduate advisor, candidates may also select one course from the English Department offerings in linguistics, as appropriate.

### Culminating Activity

The culminating activity consists of a thesis, project, or comprehensive examination. Students enroll in Master's Project or Master's Thesis units from the home department of their graduate advisory committee chair (e.g., ENGL 699P or ENGL 699T, SPAN 699P or SPAN 699T). Any 699 course normally must be taken for 3 units. Students who choose the comprehensive examination enroll in EDSL 696 for 3 units.

(a) Thesis or Project Plan. Requires completion and final approval of a thesis or project for 3 units (699T or 699P), plus at least 33 units of approved course work.

A proposal for the thesis or project must be submitted to and approved by the graduate advisory committee before the student may enroll in the thesis or project units. When human subjects approval is required, clearance must be secured before the proposal is filed.

An oral defense shall be conducted by the candidate's graduate advisory committee.

Approval by the graduate advisory committee, the Graduate Coordinator, and the Office of Graduate Studies is required.

(b) Comprehensive Examination Plan. Requires completion of 3 units of Comprehensive Examination (EDSL 696) in preparation for a written comprehensive examination, with oral review, covering each of the program areas, plus at least 33 units of approved course work.

The graduate advisory committee will prepare, administer, and evaluate the comprehensive examination.

Each examination shall be graded as honors, pass, or fail.

All parts of the comprehensive examination must receive a grade of pass. The candidate may repeat each part of the examination once.

## Requirements for the MA in Teaching International Languages: Option in Single Subject Credential (Spanish):

Prior to admission to the Option, students will need to have completed:

1. Bachelor's Degree from accredited program
2. Subject Matter Competency waiver letter (Spanish) **OR** CSETs (Spanish)
3. Basic Skills Examination (e.g., California Basic Education Skills Test (CBEST) or equivalent)
4. Additional requirements for admission to the Single Subject Credential Program (Certificate of Clearance, TB clearance)
5. Prerequisites:

POLS 155 American Government: National, State, Local                      3.0                      FS

### 1 course selected from:

CMST 131 Speech Communication Fundamentals                                      3.0                      FS

CMST 132 Small Group Communication    3.0                      FS

To be completed before Semester 3:

EDTE 255	Introduction to Democratic Perspectives in K-12 Teaching	3.0	FS
EDTE 302	Access and Equity in Education	3.0	FS
EDTE 451	Health Education for Secondary Teachers	3.0	FS
EDTE 580	Educational Psychology	3.0	FS

## Required courses

### First Semester

EDSL 610	Second/Foreign Language Teaching Methodology for Beginning Learners	3.0	FA
EDSL 630	Teaching Second Language Writing	3.0	FA
EDSL 633	Second/Foreign Language Teaching: The Cultural Dimension	3.0	FA
EDTE 534	Teaching Special Populations	2.0	FS

### Second Semester

EDSL 605	Technology in Second/Foreign Language Teaching and Learning	3.0	SP
EDSL 635	Current Research and Developments in Foreign/Second Language Education	3.0	SP

One course selected from:

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

ENGL 471	Intensive Theory and Practice of Second Language Acquisition	3.0	FS
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**Basic Skills Examination** and **Subject Matter Competence** (waiver letter or CSET) must be completed before semester 3

### Third Semester

EDTE 532	Literacy Development	3.0	FS
EDTE 537	Applications for Democratic Education	3.0	FS
EDTE 662	Teaching Residency I	6.0	FA

### Fourth Semester

EDUC 501	Teaching Performance Assessment	3.0	FS
EDSL 620	Second/Foreign Language Teaching Methodology for Intermediate Learners	3.0	SP
EDTE 665	Teaching Residency II	6.0	SP

## Culminating Activity

The culminating activity consists of a thesis, project, or comprehensive examination. Students enroll in Master's Project or Master's Thesis units from the home department of their graduate advisory committee chair (e.g., ENGL 699P or ENGL 699T, SPAN 699P or SPAN 699T). Any 699 course normally must be taken for 3 units. Students who choose the comprehensive examination enroll in EDSE 696 for 3 units.

## **Graduate Requirement in Writing Proficiency:**

Writing proficiency is a graduation requirement.

Students in the program will demonstrate their writing proficiency by submitting an acceptable Justification Statement with the application to the program. Consult the Graduate Coordinator for further information.

## **Graduate Grading Requirements:**

All courses in the major (with the exceptions of Independent Study - 697, Comprehensive Examination - 696, Master's Project - 699P, and Master's Thesis - 699T) must be taken for a letter grade, except those courses specified by the department as ABC/No Credit (400/500-level courses), AB/No Credit (600-level courses), or Credit/No Credit grading only. A maximum of 10 units combined of ABC/No Credit, AB/No Credit, and Credit/No Credit grades may be used on the approved program (including 697, 696, 699P, 699T and courses outside the major). While grading standards are determined by individual programs and instructors, it is also the policy of the University that unsatisfactory grades may be given when work fails to reflect achievement of the high standards, including high writing standards, expected of students pursuing graduate study. Students must maintain a minimum 3.0 grade point average in each of the following three categories: all course work taken at any accredited institution subsequent to admission to the master's program; all course work taken at CSU, Chico subsequent to admission to the program; and all courses on the approved master's degree program.

## **Graduate Advising Requirement:**

Advising is mandatory each semester. For further information, consult the Graduate Coordinator.

\_\_\_\_\_ end of catalog copy \_\_\_\_\_

- L. For undergraduate programs, include a [Major Academic Plan](#) (MAP) with the proposal. If you have questions or need help, contact [Academic Advising Programs](#).

N/A

Attach the [Undergraduate Program Signature](#) form or the [Graduate Program Signature form](#) to the front of the proposal and submit to Curriculum Services or the Office of Graduate Studies after all department and college reviews are complete.



## **Appendix**

- A. Library statement
- B. Evidence of School of Education consultation and approval: E-mail from Dr. Rebecca Justeson, Director of the School of Education
- C. Evidence of AURTEC consultation and approval: Minutes from AURTEC Meeting of 4/16/2021
- D. Proposal approved by AURTEC, the School of Education, and Graduate Studies

**Meriam Library**  
**California State University, Chico**

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**MEMORANDUM**

**To: Christine Goulding**

**From: Jodi Shepherd**

**Date: April 27, 2021**

**Subject: MA Degree in Teaching International Languages: Option in Single Subject Credential (Spanish)**

The Meriam Library currently holds over 17,000 print books and 20,000 ebooks in areas relevant to International Languages. Our journal subscriptions are also adequate for this option since it is combining two existing programs. It is recommended that the librarian and book chair look at purchasing more books in Spanish to support this option.

The databases which students in this major would utilize could include:

- Linguistics and Language Behavior Abstracts (LLBA)
- Ethnic Newswatch
- ERIC
- MLA International Bibliography
- JSTOR
- Project Muse

The library will be able to support this option with current resources.

**From:** Rebecca F Justeson <[RJusteson@csuchico.edu](mailto:RJusteson@csuchico.edu)>  
**Sent:** Wednesday, April 28, 2021 10:28 AM  
**To:** Friederike Fichtner <[ffichtner@csuchico.edu](mailto:ffichtner@csuchico.edu)>  
**Subject:** Statement for TIL MA/Credential Option

To Whom It May Concern,

TIL Program faculty engaged in a curriculum consultation process with the School of Education faculty for the MA in TIL/Credential Option. Dr. Friederike Fichtner, along with SOE colleague Dr. Maris Thompson, met with our Governance Council, and with the full School of Education faculty (on two occasions), culminating in a vote to support the proposal made on 4/13/21. This proposal also went through the review process with the university-level AURTEC committee. Please feel free to contact me if you require different or more specific information.

Thank you,  
Rebecca

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## AURTEC Agenda

Friday, April 16, 2021

1:00 to 2:00 pm

Virtual

Present: Maris Thompson, Debbie Summers, Angela Trethewey, Rebecca Justeson, Rachelle Sousa, Lindsey Nenadal, Nicol Gray, Jeff Livingston, Mahalley Allen, Julie Monet, Timothy Cariss, Friederike Fichtner, Sharon Barrios, Jennifer Oloff-Lewis

### 1. AURTEC EM Revision

- Document has made its way through EPPC with a few action items for changes going forward
- Final version that goes to Senate will be sent to You
- Committee Membership Responsibility Changes
  - o Include representative from College of Engineering, Computer Science and Construction Management
    - Because of intimate and ongoing work of all Ed Prep programs around STEM
  - o Include student representative that has been appointed by Associated Students
    - EPP Unit has asked that the student has some sort of academic background in some sort of credential program
  - o All in support of proposed membership changes?
    - AURTEC moves to support membership changes, **Motion carries**

### 2. TIL MA SSP Option Proposal

- At last AURTEC meeting, proposed combined TIL/SS Spanish Program
  - o Addresses student candidates that want to get a masters and have to make a choice in TIL and/or get a credential in Spanish
    - Adds 3 or more years
    - More expensive
  - o Immerses TIL students in a deep experience in a clinical program
- The proposal was approved by SOE, reviewed by AURTEC, and is now ready to move forward.

### 3. Questions and Responses

- Debbie concern from last AURTEC meeting

- The course substitutions would deeply address the subject specific pedagogical needs of foreign language teachers while also creating general ed teachers who are prepared to teach all students in inclusive classroom settings, including English learners as well as foreign language students
- *Reviewed Single Subject TPEs along with TIL substitutions*
  - All TPEs are being introduced, practiced and assessed
  - If it's not covered in TIL, it will be covered in SS
  - Maintaining ongoing communication with parents and family members
    - That's the place of clinical field experience
    - Candidates have 600 hours in the field (300 per semester)
    - Not covered in course work, but covered in practicum
  - Single Subject program to go through and identify which clinical practice is the one that assesses it
- Debbie – Anytime we introduce a new MA Option within SOE, there can be the perception that the enrollment numbers will detract from primary MA in Ed Program. Has there been consultation with the MA Coordinator, Ben Seipel?
  - Spoke with Ben, but no concern was brought up
    - Ben did a deep dive into the document
  - Bilingual Program faculty were also consulted and there were no concerns
- TIL Candidates meeting the needs of diverse learners, exceptional learners and students with disabilities
  - All 3 substituted courses will meet those needs
    - Changes were made to objectives and assessments
    - Maris and Friederike have work to do to augment TIL courses so assessments are fleshed out and objectives are clear
  - *Reviewed Course Substitutions*
    - EDSL 605: Technology and Language Learning & Teaching
      - Have a session that's devoted to just an inclusive language teaching
    - EDSL 620
      - Substituting For our Subject Methods Pedagogy 2 class in English
      - Have added universal design lesson plan
      - Added
        - Readings on UDL
        - Discussion post embedded in unit plan
        - Design unit with instructional techniques around both language learners and students with disabilities
        - Classroom observations and reflections
    - EDTE 536
      - Focus is to culminate in a large unit plan
      - Coincides with second semester practicum
        - Students do a deep dive around instructional pedagogy within their content area
  - Had to adapt English learner language – they're really talking about heritage learners

- The way tracking works in many middle schools and high schools, if students are designated English learners, they're generally not able to take a foreign language class
- Rebecca – The new 501 redesign experience for CalTPA for single subject doesn't affect this?
  - Yes and No
    - No it doesn't affect this in the sense that they'll still get CalTPA preparation
      - 3 Substituted classes not impacted
    - Yes, it does affect the actual layout of the second semester course units
      - The new 3-unit course has been fully voted on and ratified
  - Proposed Course Sequence
    - *Corrections made to proposal in real time*
    - EDUC 501A in Fall (semester 3) and EDUC 501B in Spring (semester 4) is now EDUC 501 in Spring (semester 4)
      - Semester 4 changing from 13 units to 15 units
      - Semester 3 changing from 13 units to 12 units
      - This adds 1 unit
      - Units core with option overall will change to 48 units
      - This support courses are actually part of the program
        - Units count toward the program for the standards
      - Sharon to follow up with Grad Studies to make sure that this isn't an issue
      - Nicol – The question may be about making sure that the common units are more than the units that are specific to that option
        - If you're adding a unit to that option is there still that greater than 50%
- This proposal
  - Spans two colleges
    - Does not need to come to the CME College Curriculum Committee
    - Will go forward to
      - HFA College Committee
      - Grad Studies
      - EPPC/Academic Senate
  - AURTEC Votes to **approve** changes and revisions that have been made accordingly and that both programs meet both sets of program standards
    - All AURTEC in favor of approving the combined TIL Single Subject Credential Program in Spanish. **Motion carries.**
    - Debbie to write memo indicating AURTEC's approval
      - Will also send to Commission in anticipation of upcoming accreditation

## Notes:

### Link to video of 4/16/21 meeting:

[https://media.csuchico.edu/media/AURTEC/1\\_moxu6aem](https://media.csuchico.edu/media/AURTEC/1_moxu6aem)

## **Proposal for an Option in Single Subject Credential (Spanish) in the MA in Teaching International Languages (TIL)**

**Rationale:** There has been a need for a credential option in the TIL (Teaching International Languages) MA program since TIL moved to International Languages, Literatures, and Cultures (ILLC) from the School of Education (SOE) in 2015. Since that time, many students have expressed interest in this option but were unable to complete both a credential and MA at the same time as one cohesive program. Students needed to complete the TIL MA first and then were required to apply to the credential program separately; in essence, duplicating some of the same coursework or requiring significant substitutions for the courses, and incurring substantial costs in doing so. This option gives them the ability to complete both a credential and a Masters in one program in a two-year time frame instead of three or more years. This option better prepares students with the theoretical and research background in second language acquisition and language teaching methodology needed to be effective practitioners beyond what they would receive in the Single Subject Credential Program alone. This option also equips candidates with a more extensive clinical field experience (two full semesters with a master teacher) and a more specialized foundation in pedagogy and K-12 curriculum and instruction theory beyond what they would receive in the TIL MA program alone. Additionally, this option utilizes existing courses in both the TIL MA program and the Single Subject Credential program and does not require the creation of any new courses.

### **Admission Requirements for the TIL MA Single Subject Credential Option (Spanish):**

1. Bachelor's Degree from accredited program
2. Subject Matter Competency waiver letter (Spanish) **OR** CSETs (Spanish)
3. Basic Skills Examination (e.g., California Basic Education Skills Test (CBEST) or equivalent)
4. Additional requirements for admission to the Single Subject Credential Program (Certificate of Clearance, TB clearance)
5. Prerequisite courses for the Single Subject credential option

#### Pre-requisite courses (to be completed prior to start of third semester)

**EDTE 302:** Access and Equity in Education (3 units)

**EDTE 255:** Introduction to Democratic Perspectives in K-12 Teaching (3 units)

**EDTE 451:** Health Education for Secondary Teachers (3 units)

**EDTE 580:** Educational Psychology (3 units)

**Note:** Most CSUC students will have taken as part of their BA **POLS 155:** American Government: National, State, Local (or equivalent or exam) and **CMST 131 or 132:** Speech Communication Fundamentals (or equivalent). If not, these prerequisite courses must also be completed before the start of the third semester.

### **MA TIL: SSP Option application process**

- all MA application materials and requirements: 3 letters of recommendation; statement of purpose, GPA 3.0 to be admitted to classified status
- Interview required for admission (similar to interview for admission to credential program)
- Admission committee consults with pre-credential advisor in the School of Education on interview of candidate and requirements for admission

### **Graduate Studies Policies for Option in MA program**

- 1) Option cannot be larger than the core of the MA program (core must be more than 50% of total units of the program according to EO 1071).
- 2) Graduate Studies policy: 60% of total unit count has to be at the 600-level.

### **Proposed course substitutions in course sequence (see below):**

**EDSL 633** (subs for EDTE 530)

**ENGL 471** (subs for ENGL 470)

**EDSL 610** (subs for EDTE 533)

**EDTE 662** (subs for EDSL 689)

**EDSL 620** (subs for EDTE 536)



## Proposed Course Sequence

### Semester 1 (Fall)

**EDTE 534:** Teaching Special Populations (2 units)

**EDSL 610:** Second/Foreign Language Teaching Methodology for Beginning Learners (3 units)

\*subs for **EDTE 533** (credential course)

**EDSL 630:** Teaching Second Language Writing (3 units)

**EDSL 633:** Teaching Foreign Languages: The Cultural Dimension (3 units)

\*subs for **EDTE 530** (prerequisite for credential)

### Semester 2 (Spring)

**ENGL 471** or **ENGL 470:** (Intensive) Theory and Practice of Second Language Acquisition (3 units)

**EDSL 605:** Technology in Second/Foreign Language Learning and Teaching (3 units)

**EDSL 635:** Research Methods in Second Language Acquisition (3 units)

**\*Basic Skills Examination** and **Subject Matter Competence** (waiver letter or CSET) must be completed before semester 3

### Semester 3 (Fall)

**EDTE 532:** Literacy Development (3 units)

**EDTE 537:** Applications for Democratic Education (3 units)

**EDTE 662:** Teaching Residency I (6 units)

\*subs for **EDSL 689** (3-unit MA core course)

### Semester 4 (Spring)

**EDUC 501:** CalTPA support Cycle 1 and 2 (3 units)

**EDSL 620:** Methodology (II) for teaching intermediate & heritage language learners (3 units)

\*subs for **EDTE 536** (credential course; collaborate at instructor level)

**EDTE 665:** Teaching Residency II (6 units)

**EDSL 696:** Comprehensive exam or **EDSL 699T:** Master's thesis or **699P:** Master's project (3 units)

## Appendix A. Single Subject Credential Course Sequence

### Prerequisites

All prerequisites must be completed before taking in-program credential courses. Apply to the credential program during the semester you will finish the prerequisite courses. Applications due **February 15** for fall semester and **September 15** for spring semester. All prerequisite courses are offered every semester.

<b>EDTE 255</b>	Introduction to Democratic Perspectives in K-12 Teaching (45-hour requirement)	3
<b>EDTE 302</b>	Access and Equity in Education	3
<b>EDTE 530</b>	Fundamentals of Teaching Practice	3
<b>ENGL 471</b>	Intensive Theory and Practice of Second Language Acquisition <i>(CSU, Chico English majors and linguistics minors must take ENGL 371 &amp; 470)</i>	3

### Credential Program Courses

Must be accepted into the credential program in order to take these courses. Subject matter competence and basic skills requirement must be verified before applying to the program. Program starts in the fall and spring semesters.

#### First Semester Courses (15 units)

<b>EDTE 532</b>	Literacy Development (Must be concurrently enrolled in EDTE 535)	3
<b>EDTE 533</b>	Subject Area Pedagogy I (Must be concurrently enrolled in EDTE 535)	3
<b>EDTE 580</b>	Educational Psychology	3
<b>EDTE 535</b>	Teaching Practicum I (CBEST must be passed and Subject Matter Competence must be verified)	6

#### Second Semester Courses (15 units)

<b>EDTE 536</b>	Subject Area Pedagogy II (Must be concurrently enrolled in EDTE 538)	3
<b>EDTE 537</b>	Applications for Democratic Education (Must be concurrently enrolled in EDTE 538)	3
<b>EDTE 538</b>	Teaching Practicum II (EDTE 535 must be successfully completed before enrolling)	9

**Additional Courses • Required for a CSU, Chico recommendation for a credential. Complete at any time, but recommended before starting credential courses.**

<b>CMST 131</b>	Speech Communication Fundamentals (or CMST 132 or equivalent)	3
<b>EDTE 451</b>	Health Education for Secondary School Teachers	3
<b>EDTE 534</b>	Teaching Special Populations (or SPED 343, Overview of Special Education)	2
<b>POLS 155</b>	American Government: National, State, Local (or equivalent or exam)	3

**Appendix B.**  
**MA in Teaching International Languages (36 units)**

**Required Courses (27 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)*

**EDSL 605** Language Learning and Technology (3 units)

**EDSL 610** Second/Foreign Language Teaching Methodology for Beginning Learners (3 units)

**EDSL 620** Second/Foreign Language Teaching Methodology for Intermediate Learners (3 units)

**EDSL 630** Teaching Second Language Writing (3 units)

**EDSL 633** Second/Foreign Language Teaching: The Cultural Dimension (3 units)

**EDSL 635** Research Methods in Second Language Acquisition (3 units)

**EDSL 689** Professional Field Experience (3 units)

For their Cumulating Activity, students choose **one** of the following three options:

**EDSL 696** Comprehensive exam – **or 699T** Master's thesis – **or 699P** Master's project (3 units)

**Language Studies (9 units)**

Within Pattern A or Pattern B, students choose **three** of the following courses.

**Pattern A. TESOL: English as a Second Language (Adult Learners/English as a Foreign Language Emphasis).** A variety of 400/500-level and/or 600-level courses provide opportunities for intensive study in linguistics, literacy, and composition. Depending on the choice of courses, students have the option of completing a linguistics minor (18 units).

**ENGL 431** Theory and Practice in Tutoring Composition (Prerequisites: ENGL 333, ENGL 335 strongly recommended)

**ENGL 474** Syntactic and Morphological Analysis (Prerequisites: ENGL 371)

**ENGL 476** Phonological Analysis (Prerequisites: ENGL 371)

**ENGL 477** Semantics: Language and Meaning

**ENGL 478** Linguistic Approaches to Reading (Prerequisites: ENGL 371)

**ENGL 481** Sociolinguistics

**ENGL 631** Literacy as Distributed Cognition

**ENGL 632** Theories of Literacy

**ENGL 634** Teaching Composition

**ENGL 689** Internship in Teaching College English

**ENGL 692** Special Topics in English

**Pattern B. Foreign Language**

A variety of 400/500-level and/or 600-level courses in **language, literature, and culture** provides for intensive study of the target culture and language. Selections should consist primarily of courses taught in the target language, e.g., French, German, Italian, Japanese, 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 Department of International Languages, Literatures, and Cultures; 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.