

1992-93
ACADEMIC SENATE
California State University, Sacramento

AGENDA

Thursday, March 11, 1993
Forest Suite, University Union
2:30-4:30 p.m.

2:30 TC PRES. GERTH

INFORMATION

1. Report on CSU Academic Senate Meeting, March 4-5, 1993--CSU Academic Senator Juanita Barrena
2. Mark Your Calendars! Spring Schedule of Regular Senate Meetings, Thursdays, 2:30-4:30 p.m., Forest Suite, University Union:
March 25
April 15, 22 and 29
May 6, 13, 20 and 27 (finals week, if needed)

CONSENT CALENDAR

AS 93-10/Ex. COMMITTEE APPOINTMENTS--SENATE

Committee on Diversity and Equity:

BETHANIA GONZALEZ, At-large, 1993 (repl. R. Mattos)
NGO THINH, E&CS, 1995 (repl. T. Zhou)

Computing and Communication Services Program Review Issues, ad hoc Committee to Identify (responds to AS 92-103):

RONALD BOLTZ
PAUL CAHILL
JAMES CHOPYAK
MARIA WINKLER

General Education Course Review Committee:

HOWARD GOLDFRIED, A&S/Beh & Soc Sci, 1993 (repl. G. Frincke)

Military Studies Advisory Board:

JOHN MAXWELL, At-large, 1995 (repl. J. McClure)

AS 93-11/Ex. COMMITTEE APPOINTMENTS--UNIVERSITYAids Advisory Committee:

MELINDA SEID, 1994 (repl. R. Mattos)

Center for California Studies, Advisory Committee for the Selection of Executive Director:

JEAN TORCOM, Faculty Member, Campus Advisory Board, Center for California Studies

SHIRLEY MOORE, Faculty Member, Campus Advisory Board, Center for California Studies

Committee on Honorary Degrees:

JEAN TORCOM, At-large, 1993

ANTHONY PLATT, At-large, 1994

Institutional Scholarship Committee II:

ROY DRAPER, At-large (Emeritus), 1994

Student Economic Support Committee:

CHERRYL SMITH, A&S, 1994 (repl. D. Leon)

AS 93-12/IP, Ex. STUDY ABROAD PROGRAMS SUBCOMMITTEE, REVISE MEMBERSHIP (Amends AS 91-48)

The Academic Senate revises the membership of the Study Aboard Programs Subcommittee, as recommended by the International Programs Committee, as follows [strikeover = deletion; underscore = addition]:

Study Abroad Programs Subcommittee

The Study Abroad Programs Subcommittee (formerly the International Programs Subcommittee of Academic Policies) shall review applications for the CSU study abroad programs and select students for participation. The Subcommittee shall make reports to the International Programs Committee on applications reviewed and students selected. Students may appeal decisions of the Subcommittee to the International Programs Committee.

The membership of the Study Abroad Programs Subcommittee shall be appointed by the International Programs Committee. Members shall serve ~~two~~one-year terms. The Subcommittee shall select its own chair. All members of the subcommittee have equal voting privileges. Membership shall be constituted as follows:

At least 5 instructional faculty, at least one of whom must be a member of the International Programs Committee (if possible, the faculty membership shall include faculty who have served as Resident Directors in Study Abroad Programs). Whenever possible there shall be faculty from all five schools at CSUS.

~~1~~^{At least one} student support staff member or student service professional with internationally-oriented responsibilities

~~1~~The Director of International Programs/or designee, (ex-officio, voting)

AS 93-13/GE, Ex. G.E. AREA D-2, MAJOR SOCIAL ISSUES OF THE CONTEMPORARY ERA (G.E. Committee response to AS 92-42C.1)

[AS 92-42C.1/Flr. G.E.--AREA D-2, MAJOR SOCIAL ISSUES OF THE CONTEMPORARY ERA: The Academic Senate refers to the General Education Committee the category of Major Social Issues of the Contemporary Era and directs the General Education Committee to review the topics for possible modifications and give particular consideration to the possible inclusion of class and elitism among the issues and to consult broadly with the faculty in their review, consistent with past practice. Carried. (4/23/92)]

The Academic Senate recommends, as proposed by the General Education Committee, amendment of the Area Criteria for Area D, The Individual and Society (see "Policies Pertaining to the General Education Program and Course/Proficiency Requirements for Graduation with the Baccalaureate Degree," August 1991, page 19) as follows [strikeover = deletion; underscore = addition]:

D-2. Major Social Issues of the Contemporary Era (3 units minimum)

Courses in this category are designed to transmit knowledge and understanding of one or more selected major issues confronting and dividing Americans today. Topics of world-wide concern may be included if their impact on domestic affairs is significant and extensive.

Courses in this category should:

1. impart knowledge of current information and materials as well as research methodology and techniques appropriate for the study of the issue in question;
2. examine various sides of the issue, study critically the strengths and weaknesses of supporting and refuting arguments, and present scholarly analyses of possible alternative solutions. A basic distinction is drawn between those courses which focus upon "issues" (and therefore are appropriate for this category) and courses

which focus upon the "individual" (and therefore are considered more appropriate for the "Understanding Personal Development" category); and

3. address issues in the context of appropriate social science theories, methods, and concepts.

Topics around which courses are to be developed and presented are listed below.:-
~~erime; energy; environment; biomedical issues; poverty; warfare; race; national economic policy; and discrimination on the basis of race, ethnicity, age, gender, religion, sexual orientation, or physical challenges and disabilities.~~ The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American society.

APPROVED TOPICS FOR CATEGORY D-2

- I. Crime
- II. Energy
- III. Environment
- IV. Poverty
- V. Warfare
- VI. Discrimination on the basis of race, ethnicity, age, gender, religion, sexual orientation, or physical challenges and disabilities
- VII. National economic policy
- VIII. Biomedical and health issues
- IX. Education
- X. Population growth
- XI. Race
- XII. Class

REGULAR AGENDA

Old Business

AS 93-08/GPPC, Ex. HONORS AT GRADUATION FOR GRADUATE STUDENTS

The Academic Senate recommends the following:

Outstanding master's graduate shall be awarded "Master's Degree Awarded With Honors." The designation shall be awarded on the basis of the recommendations of the individual programs, and shall consist of not more than 15% of the master's

graduates. Individual departments will be given a quota of students to be nominated based upon the past numbers of Master's degrees awarded by that program. Small programs will be given the opportunity to average over a several year period in order to accumulate the number of graduates which would enable them to recognize clusters of outstanding graduates. The designation shall be entered onto the student's transcript and diploma.

The Academic Senate further recommends the following CSUS Catalog copy:

Graduation with Honors, Master's Degree

Honors at graduation for CSUS Master's degree graduates will be awarded to not more than 15% of the graduates in a given year. Nomination shall be made by the individual Master's programs to the Office of Research and Graduate Studies.

New Business

AS 93-09/Flr. MINUTES

Carried
Approval of the Minutes of meeting of February 11 (#8), 1993.

③ AS 93-14/Flr. 1993-94 COMMITTEE ON COMMITTEES

The Academic Senate elects school representatives to the 1993-94 Committee on Committees, as follows: [See Attachment A for eligibility by school]

① AS 93-15/GPPC, FisA, Ex. PROGRAM CHANGE--CREATE TESOL CONCENTRATION IN THE ENGLISH M.A. PROGRAM

Carried
The Academic Senate recommends approval of the proposal to create a TESOL concentration in the English M.A. (Attachment B).

② AS 93-16/GPPC, CC, Ex. MASTER PLAN PROJECTION--M.A. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Carried
The Academic Senate recommends placement of the M.A. in Teaching English to Speakers of Other Languages on the CSUS Academic Master Plan (Attachment C).

AS 93-17

From Senate Bylaws:

B. Committee on Committees

1. **Membership:** The Committee on Committees shall be composed of the Chair and Vice Chair of the Academic Senate, the other five (5) voting members of the Executive Committee, the senior representative to the Senate from the Library electing unit, the senior representative to the Senate from the Student Services electing unit, and one representative from an electing unit within each school elected by the incumbent Senate.
2. **Nomination and election of school representatives:** At one of its meetings, the Academic Senate shall nominate and elect by secret ballot the representative of each of the five (5) schools to the Committee on Committees. Nominations shall be made from the floor; nomination of oneself shall be permitted. No one who is not then a representative of an electing unit from within one of the schools shall be eligible to be nominated to be the representative of that school. Every representative may vote for one nominee from every school. If none of the candidates from a school receives a majority of the votes cast, the Academic Senate shall immediately decide by secret ballot which of the two candidates who have received the most votes shall become the school's representative. As between the two candidates, the candidate who receives the most votes shall be elected.
3. **Meetings:** Each spring the Chair of the Academic Senate shall convene an initial meeting of the Committee on Committees. At a subsequent meeting, the Committee on Committees shall nominate to the Senate candidates to be appointed members of the standing committees of the Senate to serve during the following academic year.
4. **Charge:** Having considered the results of an annual survey of the faculty interest in serving on any one or more of appointed standing committees, the Committee on Committees shall make a recommendation to the Senate specifying who the members of the Senate's standing committees shall be during the following academic year. Between the annual deliberations of the Committee on Committees, the Executive Committee shall nominate candidates to fill the vacancies that occur in the membership of the standing committees.

1993-94 COMMITTEE ON COMMITTEES

Committee Meeting Schedule:

#1: Tuesday, March 30, 2:30-4:00 p.m., Adm. 275

#2: Tuesday, April 20, 2:30-4:00 p.m., Adm. 275

Committee Members:

Charlotte Cook	Chair, Academic Senate
Sylvia Navari	Vice Chair, Academic Senate
Marjorie Gelus	Member, Executive Committee
Arthur Jensen	Member, Executive Committee
Paul Noble	Member, Executive Committee
Otis Scott	Member, Executive Committee
Valerie Wheeler	Member, Executive Committee
Marilyn Merritt	Senior Library Senator
Nora Pugh	Senior Student Services Senator
PLUS:	One Senator elected from each school

Eligible School of Arts and Sciences Senators

—	J. Michael Bossert	✓	Christine Miller
—	Paul Cahill	—	Shirley Moore
—	James Chopyak	—	Joseph Morrow
—	Liz Dokimos	✓	Jack Mrowka
—	John Driesbach	—	Nancy Ostiguy
—	Michael Fitzgerald	—	Linda Palmer
—	Mary Giles	—	Carlos Plummer
—	Paul Goldstene	—	Tom Pyne
—	Bethania Gonzalez	—	Tom Schulte
—	Laurel Heffernan	—	Stela Serrano
✓	Dennis Huff	—	Gary Shoemaker
—	Tom Kando	—	Jerry Tobey
—	Erwin Kelly	—	Nancy Tooker
✓	Jo Lonam	—	Stephanie Tucker
—	Susan McGowan	—	Murray Work
—		—	Laurel Zucker

Eligible School of Business Administration Senators

✓	Thomas Sandman	—	Stoakley Swanson
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Eligible School of Education Senators

✓	Cyd Gunston-Parks	—	Betty McEady-Gillead
—	Lila Jacobs	✓	Lynn Wilcox

Eligible School of Engineering and Computer Science Senators

—	Steven de Haas	✓	Dwight Freund
✓	Ronald Ernst	—	Joel Moore
—		✓	Tong Zhou

Eligible School of Health and Human Services Senators

—	Fred Baldini	✓	Robyn Nelson
✓	Robin Carter	—	Ernest Olson
—	John Maxwell	—	Xin Ren
—	Susan Meier		



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6075

DEPARTMENT OF ENGLISH

September 10, 1992

TO: William J. Sullivan, Jr., Dean
School of Arts and Sciences

FROM: Vernon T. Hornback, Jr., Chair
Department of English



SUBJECT: TESOL Concentration in English M.A.

Enclosed is the English Department's proposal for an interim TESOL Concentration within the English MA program, to remain in effect while we await the approval of the M.A. in TESOL proposal submitted in April 1991. The new proposal differs from our current TESOL option within the English M.A. in allowing TESOL candidates to deviate from the M.A. core requirement of two 200-level literature courses, allowing instead two 200-level courses selected in consultation with the TESOL coordinator. Attached also is a copy of a memorandum from English to Graduate Programs and Policies Committee Chair Ernie Hills and Assoc. Vice Pres. Robert Rogers which indicates that the proposed TESOL concentration is in fulfillment of conditions set by the GPPC. The agreement with the English Department TESOL Committee was that the two 200-level literature courses would be waived for TESOL students, providing the Department move quickly to submit a proposal for a formal concentration, containing the desired provisions, for the immediate future, and approval of a new independent M.A. in TESOL as its long range goal. The latter had already been done. This proposal fulfills the other condition.

The English Department urges expeditious handling of the Concentration proposal, as it has already received the implicit approval of the University-level reviewers.

THE CALIFORNIA STATE UNIVERSITY



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6075

DEPARTMENT OF ENGLISH
To: Ernie Hills, Chair
Graduate Program & Policies Committee
and
Robert N. Rogers
Associate Vice President

From: Vernon T. Hornback, Jr., Chair
and
Fred Marshall, TESOL Coordinator

Date: April 28, 1992

Re: Waiver of Core Requirements for TESOL students

We are pleased that the Graduate Program and Policies Committee has agreed, as an interim measure, to allow TESOL students to substitute other 200-level English courses for the core M.A. requirements of English 240 and 250, as detailed in your memo of March 25, 1992.

We note that the Committee has taken this action with two conditions attached: that the English Department move both to project a new independent degree in TESOL, and to seek approval of a TESOL concentration under the present English M.A. We will do both.

Please note that the Department sent forth, in April 1991, a proposal to project on the Master Plan a new degree, MA in TESOL, and that that proposal has been under consideration by various committees, first in the School of Arts and Sciences, and now at the University level. We desire nothing more than the speediest action on that proposal: it represents the unanimous vote of the Department's faculty. Any suggestions you have on how best to speed up consideration of the MA-TESOL proposal would be greatly appreciated; we would certainly like to see it sent as part of the annual letter from the campus to the Chancellor's Office, in early 1993.

We will proceed to put together a request for a TESOL concentration within the current M.A. in English. Unfortunately, your memo was not received in the English Department until April 21, so it will be difficult to follow your timeline of delivering such a request to the Chancellor's Office this Spring; we will act as fast as possible at this late point in the term.

THE CALIFORNIA STATE UNIVERSITY

CALIFORNIA STATE UNIVERSITY
PROGRAM CHANGE PROPOSAL

DESCRIPTION OF CHANGE:

The English Department proposes to establish a new concentration in TESOL (Teaching to Speakers of Other Languages) within the M.A. in English degree program. Changes from the existing MA in English (TESOL option) will consist of the following:

- 1) Pre-requisites: No changes
- 2) Requirements:

- a) Dropping the 2 graduate literature courses (240: British literature; 250: American literature)
- b) Replacing these with other graduate seminars in English, (200-level classes) such as Second Language Acquisition and Sociolinguistics.

3) Budget resources needed: No additional resources needed. The change can be accomplished within the current department allocation.

JUSTIFICATION:

1) The existing M.A. in English with TESOL option requires more literature courses than most other English Department TESOL preparation programs in the country. (See appended information from the Directory of Professional Preparation Programs in TESOL in the U.S., 1989-91.) This slows the progress of those students who come into our program from majors other than English, and discourages some from attempting the M.A.

2) Our graduates will rarely be teaching literature classes, and so they do not need the five literature classes required (3 pre-requisites and 2 required for MA) under the current program. Because of the 9 unit common core requirement, however, we are unable to reduce this literature component within the existing M.A. in English degree.

3) The current program limits the preparation we can offer our students in the field of TESOL, or unduly burdens them. The present M.A. program for students specializing in TESOL is rather thin: there are 5 required classes (200D, 215A or B, 215C, 215D, 410B), a directed study, and an occasional graduate elective. By removing the literature requirements, we make room in a student's program to learn more about teaching ESL. In so doing, we bring our program in line with the increasing professionalism of the field, as reflected in the "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States". (See Appendix)

Academic Unit: English Date of Submission to School Dean: _____

Requested Effective Fall _____ Spring X, 19 93

Type of Program Change

- _____ Modification of Existing Program _____ Form C
- _____ Substantive Change _____ no form required
- _____ Non-substantive Change _____ Form D
- _____ Deletion of Existing Program _____ Form E
- _____ Initiation of New Program _____ Form F
- _____ Implementation of New Program _____ Form G
- X _____ Addition of New Minor, Concentration, Option, Specialization, Emphasis _____ Form H
- _____ Addition of New Certificate Program _____ Form H

Briefly describe the change requested and the justification for the change:

Please see attached.

Transaction:

School Review Completed (date): _____

University Review Completed (date) _____

Chancellor's Review Completed (date) _____

Approvals:

Department Chair: [Signature] Date: 9/10/92

School Dean: [Signature] Date: 10-14-92

Associate Vice-President for Curriculum: _____ Date: _____

FORM C

Substantive Program Change Proposal

1. Department: English Contact Person: V.T. Hornback, Chair
2. Program to be changed: Master of Arts in English
3. Purpose of the change:

To add a new concentration within the M.A. degree, so that TESOL students (Teaching English to Speakers of Other Languages) could take courses that focus on their preparation as ESL (English as a Second Language) teachers, and not have to take English 240 (British literature) and 250 (American literature) classes, currently part of the 9-unit common core.

4. Need for the Change:

1) The existing M.A. in English with TESOL option requires more literature courses than most other English Department TESOL preparation programs in the country. (See appended information from the Director of Professional Preparation Programs in TESOL in the U.S., 1989-91.) This slows the progress of those students who come into our program from majors other than English, and discourages some from attempting the M.A.

2) Our graduates will rarely be teaching literature classes, and so they do not need the five literature classes required (3 pre-requisites and 2 required for MA) under the current program. Because of the 9 unit common core requirement, however, we are unable to reduce this literature component within the existing M.A. in English degree.

3) The current program limits the preparation we can offer our students in the field of TESOL, or unduly burdens them. The present M.A. program for students specializing in TESOL is rather thin: there are 5 required classes (200D, 215A or B, 215C, 215D, 410B), a directed study, and an occasional graduate elective. By removing the literature requirements, we make room in a student's program to learn more about teaching ESL. In so doing, we bring our program in line with the increasing professionalism of the field, as reflected in the "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States". [See Appendix]

(Note: Course change proposals have already been approved and implemented in the Department's graduate course offerings in TESOL (Teaching English to Speakers of Other Languages). The effect of these changes was the following:

- 1) Rename and re-number English 210E (Phonology & Morphology) to English 215D (Pedagogy of Spoken English)
- 2) Rename and re-number English 210F (Syntax and Semantics) to English 215C (Pedagogical Grammar for TESOL)
- 3) Split English 215A (Approaches to TESOL) into 2 classes, English 215A (Reading & Vocabulary Acquisition) and English 215B (ESL Composition)

These changes were approved in Fall 1991, and implemented in Spring 1992, but the 1992-94 catalog contains errors in the section describing the current program.]

5. Impact on Other Units:

No other departments will be affected by these changes. No other departments were consulted.

6. Comparison of Current and Proposed Program:

OLD PROGRAM:	NEW PROGRAM:
Required courses:	Required courses:
Engl 200D Materials & Methods (3)	Engl 200D Materials & Methods (3)
Engl 410B Internship (3)	Engl 410B Internship (3)
Engl 215A Approaches to TESOL (3)	Engl 215A Reading & Vocabulary Acquisition (3)
	OR
Engl 210E Phonology & Morphology (3)	Engl 215B ESL Composition (3)
Engl 210F Syntax & Semantics (3)	Engl 215D Pedagogy of Spoken English (3)
Engl 598T Directed Study for Comprehensive Exam (3)	Engl 215C Pedagogical Grammar for TESOL (3)

Engl 240 British Literature

Engl 250 American Literature

Engl 598T Directed Study for Comprehensive Exam (3)

Two 200-level English courses relevant to TESOL, selected in consultation with the TESOL Coordinator (e.g.: 210B Sociolinguistics, 210G Second Language Acquisition, 215A or B (see above) 220A Teaching Composition in College)

Electives:

Two courses selected from the Department's 110 and 210 series.

Two courses selected from the Department's 110, 210, 215, and 220 series, or from other relevant courses, chosen in consultation with the TESOL Coordinator.

7. Resources needed to implement the program change:

No additional resources are needed. Historically, the Department has offered the following each year:

- 2 sections of 200D (Materials & Methods)
- 2 sections of 410B (Internship)
- 2 sections of 215A (Approaches)
- 2 sections of 210E (Phonology & Morphology)



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The Department now anticipates offering the following each year:

- 1 section of 210F (Syntax & Semantics)
- 2 sections of 598T (Directed Study)
- 1 section of graduate TESOL elective (210G, 210E)
- 2 sections of 200D (Materials & Methods)
- 2 sections of 410B (Internship)
- 1 section of 215A (Reading / Vocabulary)
- 1 section of 215B (ESL Writing)
- 1 section of 215D (Pedagogy of Spoken English)
- 1 section of 215C (Pedagogical Grammar)
- 2 sections of 598T (Directed Study)
- 1 or 2 sections of graduate TESOL electives (210G, 210B)

To: Jolene Koester,
Associate Vice President for Academic Affairs

From: Fred Marshall, Dept. of English *JM*

Re: Requested additional Information on Proposed MA in English with Concentration in TESOL

At Ted Hornback's request, I am responding to your call for more information on the resources needed to implement our proposed MA in English with a Concentration in TESOL. I hope the following information will be sufficient to show that we anticipate no net change in the resources needed, but simply a redistribution of resources.

Addendum to Form C, item 7:

Course	Classif.	Units	Sections Added (+) or Deleted (-)		Enrollment per section		Staffing		FTE
			F	S	F	S	F	S	
215A (Appr)	C5	3	-1	-1	15	-3	-3	-2	-2
215A (Read)	C5	3	+1		15	+3	+3	+2	+2
215B (Write)	C5	3		+1	15		+3		+2
210F	C5	3	-1		15	-3	-3	-2	-2
215C	C5	3	+1		15	+3	+3	+2	+2
210E	C5	3	-1	-1	15	-3	-3	-2	-2
215D	C5	3		+1	15		+3		+2
210G	C5	3	+1		15	+3	+3	+2	+2

The department does not anticipate changing the number of sections of English 240 or 250 (Graduate literature) offered. The change described in our proposal for a new (TESOL) concentration within the English MA degree will mean that about 8 TESOL students per semester will not be taking graduate literature courses (240 and 250) that they would previously have been required to take. There is more than enough demand for graduate literature courses from non-TESOL MA students, so that these "vacant" spaces will be filled.

As to where these TESOL students will go, now that they will not be required to take graduate literature courses: we do not anticipate a need to offer more sections of other courses, since we see these students being distributed among existing classes: the new 215A and B, 210B and G, 220A and C, and 299.

Fiscal Affairs Committee

Report on Proposal to Create a TESOL (Teaching English to Speakers of Other Languages) Option
in the English M.A. Program

PROGRAM PROPOSAL

Changing requirements in the state of California make it necessary that, in the future, individuals wishing to teach English to speakers of other languages must hold an M.A. degree in TESOL. The general M.A. degree in English will no longer be sufficient. The English Department has received approval to establish a TESOL M.A. program, however its implementation is still about three years away. As an interim arrangement, the Department proposes to create a TESOL concentration within the existing English M.A. program.

ANALYSIS

The English M.A. program currently requires that students take 30 units, which includes a 9-unit core requirement. The proposed TESOL concentration would hold the total number of required units (30) the same, but require a change in the list of required courses. The principal change would be that students in the TESOL option would not be required to take the two graduate literature courses (ENG 240 -- British Literature and ENG 250 -- American Literature) currently required of all Masters students. TESOL students would make up the six units these courses represent by taking additional coursework from among the following: ENG 215A and B, ENG 210B and G, ENG 220A and C, and ENG 299; all are courses dealing with linguistics and language acquisition.

The English Department anticipates the effect of the change to be as follows: approximately 8 fewer students would be taking the graduate literature courses each semester, while an additional 8 students would be taking linguistics/language acquisition courses listed above.

This should have no impact on the literature course offerings (240 and 250) since there is more than sufficient demand from non- TESOL students to fill any vacancies. It may have some impact on the linguistics/language acquisition courses, since a check of enrollments over the past 4 semesters showed that these courses are already regularly enrolled at capacity, which raises the question as to whether they could accommodate the additional 8 students. The chair of the English Department states that this should not be a problem given that at least two (often three) sections of these courses are offered each semester, which should minimize the impact on any one section. Should problems arise, however, the English Department has the resources and flexibility to resolve them internally. No additional resources are requested.

CONCLUSION

Although it will result in some minor changes in graduate enrollment patterns, the new English M.A. TESOL concentration will not result in a change in the overall number of sections offered and will not generate an increase in FTEF. The Department will not require a change in resources to implement the option. There is no apparent fiscal impact.

Report by: Tom Krabacher



California State University, Sacramento

SACRAMENTO, CALIFORNIA 95819-6049

SCHOOL OF ARTS AND SCIENCES
OFFICE OF THE DEAN
FAX (916) 278-5787

December 6, 1991

M E M O R A N D U M

To: Jolene Koester, Associate Vice President
for Academic Affairs
From: *William J. Sullivan, Jr.*
William J. Sullivan, Jr., Dean
School of Arts and Sciences

Re: Master Plan Projection Request, TESOL M.A.

The School of Arts and Sciences wishes to support the request of the English Department and the TESOL Coordinator for projection of the TESOL Master of Arts program proposal onto the CSU Master Plan.

A. Importance of the Proposed Program to the School in Relation to Existing Programs.

The TESOL Program (Teaching English to Speakers of Other Languages) serves a unique function in the School. It is the only program which is dedicated to training community college and adult education instructors in teaching English to speakers of other languages. In California's multicultural and multi-linguistic society, a well trained cadre of teachers with a solid foundation in theory, methodology, and pedagogical skills in TESOL serves a critically important segment of the populace; those whose knowledge of the English language is inadequate to life in this democracy. Student enthusiasm for the program reflects its inherent interest as a discipline as well as the perceived practical need for training in English language skills among college students and adults in the community who are foreign-born, new citizens, holders of INS green cards, native-born non-English speakers and others. The need, as the media remind us daily, is very great. The TESOL program is making a significant contribution in a vital area.

B. The Ranking in Relation to Other Programs Proposed by the School, Including Those Which It Has Projected in Prior Years, but Has Not Yet Implemented.

There are presently three programs projected or proposed for projection in the School: the Bachelor of Fine Arts (Art

Department); the Bachelor of Arts in Graphic Design (Journalism Department); and the Master of Arts in TESOL (English Department).

The School offers the following priority rankings for the three programs:

1. M.A. in TESOL
2. B.A. in Graphic Design
3. B.F.A. in Art

C. The Additional Resources the School and Other University Units Will Need to Implement and Support the On-going Operation of the Program.

The needed resources estimated for the new TESOL M.A. include 3 WTU for the program coordinator (\$13,440); 3 WTU for advising (\$13,440); 10 hours of student assistance per week (\$1500); office supplies, phone (\$500); one-time capital expenditure for bookcase and file cabinet.

Despite these very real needs, the present TESOL Coordinator and the Chair of the English Department have assured the deans that the program can be phased in using available resources already in place, until such time as funding allows the School to support fully these requests.

D. The Estimated Impact of the Program, If Any, On Other University Programs or Units.

There should be no impact on other programs or units, inasmuch as the TESOL M.A. is unique in the School. There is a small Language Development Program in the School of Education, but it is devoted to ESL training (English as a Second Language) for students interested in a public school teaching career; i.e., those who will be working with young children, not college students and adults.

E. A Proposed Implementation Date Not More Than Five Years in the Future.

The School wishes to implement the TESOL M.A. program at the earliest possible date. Since we anticipate that projection, if approved, may not occur until the 1993-94 academic year, we would be prepared to implement the program in the Fall Semester 1995.

WJS/AW:rlp

CALIFORNIA STATE UNIVERSITY
PROGRAM CHANGE PROPOSAL

Academic Unit: English Date of Submission _____
to School Dean: _____
Requested Effective Fall X Spring _____, 19 92

Type of Program Change _____
----- Modification of Existing Program _____ Form C
----- Substantive Change _____ no form required
----- Non-substantive Change _____ Form D
----- Deletion of Existing Program _____ Form E
X----- Initiation of New Program _____ Form F
----- Implementation of New Program _____ Form C
----- Addition of New Minor, Concentration,
Option, Specialization, Emphasis _____ Form H
----- Addition of New Certificate Program _____

Briefly describe the change requested and the justification for the change: _____

Please see attached.

Transaction: _____

School Review Completed (date): _____

University Review Completed (date) _____

Chancellor's Review Completed (date) _____

Approvals:

Department Chair [Signature] Date: 4/8/91

School Dean: [Signature] Date: 11-22-91

Associate Vice-President for Curriculum: _____ Date: _____

DESCRIPTION OF CHANGE:

The TESOL faculty in the English Department propose to initiate a new M.A. in TESOL (Teaching English to Speakers of Other Languages) as a separate Masters program, distinct from the M.A. in English, but housed in the English Department. In summary, changes from the existing MA in English (TESOL option) consist of the following:

1) Pre-requisites:

- a) Addition of a second semester of linguistics as a pre-requisite.
- b) Replacement of the existing pre-requisite of 9 units of upper division British and American literature with a pre-requisite of 12 units of TESOL-related courses (to be satisfied by courses in linguistics, ethnic and cultural studies, anthropology, foreign languages, psychology, education, and literature).

2) Requirements:

- a) Naming the degree program an MA in TESOL
- b) Dropping the 2 graduate literature courses (240, 250)
- c) Adding 2 required graduate seminars, one in Second Language Acquisition and one in Sociolinguistics.
- d) Expanding the current 3-unit 215A (Approaches to TESOL) to 6 units, so that it can include issues in testing and ESL textbook evaluation, and deal in more detail with teaching methodology and lesson and course planning.
- e) Addition of the thesis and project options as culminating requirements (retaining the comprehensive exam as the standard option)

3) Budget resources needed:

- a) 3 units of assigned time per term for program coordination
- b) 3 units of assigned time per term for program advisor
- c) 1 student assistant per term (20 hours / week)
- d) regular budget for office supplies, phone calls, etc.
- f) One-time capital expenditure for additional bookcase and file cabinet

JUSTIFICATION:

1) The existing M.A. in English with TESOL option requires more literature courses than most other English Department TESOL preparation programs in the country. (See appended information from the Directory of Professional Preparation Programs in TESOL in the U.S., 1989-91.) This slows the progress of those students who come into our program from majors other than English, and discourages some from attempting the M.A.

2) Our graduates will rarely be teaching literature classes, and so they do not need the five literature classes required (3 pre-requisites and 2 required for MA) under the current program. Because of the 9 unit common core requirement, however, as well as department belief in what an M.A. in English should stand for, we are unable to reduce this literature component within the existing M.A. in English, TESOL option, degree.

DEGREE PLANNING DOCUMENT: PROPOSAL FOR AN MA-TESOL

I. PURPOSE, SCOPE, & CONTENT

We propose to offer a new degree through the Department of English, CSUS, to be called a Master of Arts in Teaching English to Speakers of Other Languages (MA-TESOL). This will replace the existing M.A. in English, TESOL Option. The purpose of this new degree is to allow for improved training of our M.A. students in areas that are relevant to their career aspirations as ESL (English as a Second Language) teachers, by having more courses in their program that relate to knowledge and skills in the field of TESOL. In addition, we anticipate that the new degree may become a requirement for community college employment in the field of ESL.

The proposed degree program will consist of 33 units of courses (24 units required, 6 units of electives, and 3 units of directed study) and an exam, thesis or project. Students will study the English language; psychological and social factors in language acquisition; and methods, methodology and curriculum for teaching ESL. In addition, they will have a practicum experience, and, in most cases, take a comprehensive exam on the field of TESOL. A small percentage of the students will do a Masters thesis or project in lieu of the exam.

Specifically, the proposed program is as follows:

I. PRE-REQUISITES:

- A. 2 semesters of linguistics with a B- or better
For students coming through CSUS, this will mean English 110A (Linguistics and the English Language), and a new course 110T -- Introduction to Applied Linguistics: More advanced work on the areas covered in 110A. [See appended syllabus.]
- B. 85% or better on the Traditional Grammar Exam.
- C. English 120A (Advanced Composition) with B- or better.
- D. 1 year college-level of a foreign language
- E. 3.0 undergraduate GPA in last 60 units
- F. (For non-native speakers) a TOEFL score of 600
- G. At least 4 courses in areas related to TESOL (eg: foreign languages, education, linguistics, psychology, anthropology, literature)

II. PROGRAM COURSES: (33 units minimum)

- A. Introduction to TESOL Theories & Methods (200D)

3) The current program limits the preparation we can offer our students in the field of TESOL, or unduly burdens them. The present M.A. program for students specializing in TESOL is rather thin: we offer 5 required classes (200D, 215A, 210E & F, 410E), a directed study, and an occasional graduate elective. By removing the literature requirements, we make room in a student's program to learn more about teaching ESL. In so doing, we bring our program in line with the increasing professionalism of the field, as reflected in the "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States". [See Appendix]

4) A small number of our students go on to doctoral work in Linguistics or Applied Linguistics. The M.A. degree in English misrepresents their preparation, since they have been focusing their Master's level work on studying the language and language learning and teaching, not on British and American literature.

5) Our present program meets the current requirements for teaching ESL at California community colleges, but it may not for long. CATESOL has called for community colleges to revise their hiring requirements to make an MA in TESOL the only acceptable degree for a position teaching ESL. [See appended letter.] We feel that this change is necessary in order to strengthen our inter-segmental linkages and ensure that our graduates are qualified and well-prepared to teach in the community colleges.

6) Finally, we propose this program change in part because it would enhance the campus goal of a "multicultural university" that is "better prepared to meet the challenges of the next decade" indicated by significant demographic, social, and economic trends (President Gerth, Memo to the Campus Community, Sept. 4, 1990). The goal of TESOL students and faculty is to provide the language and related skills necessary to enable non-native speakers of English to participate in society. We feel we have something valuable to offer; at the same time we are conscious of how much we gain through contact with our ESL students. An MA in TESOL program will be an important factor in making a multi-cultural California work.

has gone on record in favor of a change in standards for community college certification in ESL. They propose that in the future, only an MA-TESOL degree should be considered acceptable professional preparation for teaching ESL in California Community Colleges. Unless we change our program to conform to this, we risk producing graduates who are unable to get jobs, or having no students interested in our program at all.

The closest comparable major program is at San Francisco State University. UC Davis offers an MA in Linguistics with an emphasis in Applied Linguistics, but that program has more linguistic theory and less pedagogy, in comparison to our proposal. [Brief descriptions of these programs are appended.] Students have come to our program from CSU Chico and CSU Stanislaus in the past few years, since our existing program is already recognized as superior to the offerings there.

We anticipate no major change in student demand from the existing M.A. program, which has been graduating about 12 students per year (F89: 2; S90: 7; F90: 4; S91: 11 anticipated). This may increase to around 20 per year if present trends continue, and if the new degree is more attractive (than the present M.A. in English) to students who do not have an undergraduate major in English. At present, some students are discouraged by the requirement that they take 5 courses in British and American literature (3 undergraduate prerequisites and 2 graduate requirements). Such students have frequently decided to take only the TESOL Certificate program; we anticipate that in the future, more students with majors other than English will choose to do the M.A. in TESOL program. This would represent a shift in enrollment status, but not a large number of new students.

III. ESTIMATE OF RESOURCES

Budget support requested: (Amounts are annual estimates, based on consultation with Dean E. Christian, 3-19-91)

- a) 3 units of assigned time per term for program coordination: \$13,440
- b) 3 units of assigned time per term for advising: \$13,440
- c) student assistant, 10 hrs/wk: \$1500
- d) budget for office supplies, phone calls, etc.: \$500
- f) one-time capital expenditure for additional bookcase and file cabinet

The program could be implemented initially by folding together the coordinator's and advisor's positions into one position with three units per term of assigned time; any less would not allow the program to operate. In the long run, however, separate positions will be necessary for the efficient functioning of the program. [See appended job descriptions.]

Faculty:

The faculty involved in this program are already hired as full-time tenured or tenure-track personnel, with one exception. Courses in the program will be taught by Robby Ching (Learning Skills Center & English), Dana Ferris (English), Elizabeth Hanson-Smith (English), Fred

E. Language & Pedagogy: (4 courses)

1. Reading & Vocabulary Acquisition (215 A)
2. ESL Writing / Composition (215 B)
3. English Grammar & ESL (215 C) (replaces 210F)
4. Pedagogy of Spoken English (215 D) (replaces 210E)

Each of the above courses will contain four components:

- a. description of the content that ESL teachers may be expected to teach
- b. discussion / practice of methodology for teaching & testing / evaluation
- c. survey of published and other materials available
- d. concurrent tutoring or working as a teacher's aid

C. Second Language Acquisition (210G) -- issues & research

D. Sociolinguistics & TESOL (210B)

E. Supervised Internship (410B)

F. 2 electives, chosen in consultation with the TESOL advisor, from the following or other relevant courses

1. English 410A (Tutoring)
2. English 220A or 220C (Teaching Composition)
3. English 110 series classes (language and linguistics)
4. occasional 210 level seminars in linguistics
5. 260 -- Literature, Language & Culture
6. area & ethnic group studies courses in other departments, particularly anthropology, ethnic studies, and sociology
7. available courses (in Speech Pathology or Child Development) on child language acquisition

G. Comprehensive Exam, Project or Thesis as the culminating requirement

Total: 33 units

II. NEED

There is a clear need for well-trained ESL teachers in California, and specifically in the CSUS service area. A 1989 survey of area community colleges shows at least 45 anticipated full-time openings for ESL teachers over a five year period (see attachment).

The increasing professionalization of the field of TESOL has brought with it a tightening of standards. About half the students in our program currently are pursuing the M.A., and most of them plan to teach in California Community Colleges. The M.A. in English with TESOL specialization that we offer is currently an acceptable degree for such jobs, but it may not remain so for much longer. CATESOL, the California affiliate of the national professional organization for ESL teachers,

PROGRAMMATIC IMPACT STATEMENT

Marshall (English), Charles Moore (English), and Betty Reveley (English). In addition, the English Department has received approval to search for a new linguist to join the department (identified as position 14 in the 1990-91 hiring cycle). This person will provide additional support and flexibility; whoever is hired should be able to teach, at least, the pre-requisite classes, English 110A and 110T.

Courses:

The proposed program involves one new course, to be taught both fall and spring terms (one section each). In addition, the existing 598T course (directed study for the comprehensive exam), which is counted against the coordinator's course load one term, is to be regularly offered both fall and spring term, thus leading to an additional course in the schedule. Note that this class, designated an S-25 mode course, has enrolled 13 students in the 1990-91 academic year, and can be expected to have at least that many under the new program, thus theoretically justifying 2 sections during the year. The following is a comparison of the courses offered during 1990-91 and those to be offered under the new program:

Taught in 1990-91		To be taught in new program:	
Fall:		Fall:	
110A, 2 sections		110A, 2 sections	
200D		110T [New]	
215A		200D	
210E		215A	
210G		215D	
410B		210G	
598T (taught as overload)		410B	
		598T	
Spring:		[Newly credited to teaching load]	
110A, 3 sections			
200D		Spring:	
215A		110A, 3 sections	
210F		110T [New]	
210E		200D	
410B		215B	
598T		215C	
196C		210B	
		410B	
		598T	
		elective	

The net increase is thus two sections of 110T, and a section of 598T.

The proposal for an MA in TESOL, separate from the MA in English, was initiated by the TESOL Committee of the Department of English, reviewed by the Department's Executive Committee, and passed on to the department for action. After reviewing the proposal, the Department of English unanimously voted to support it.

a) Accuracy of need and demand statements:

It is clear from what we read in the newspaper every day that California needs, and will continue to need, well-trained ESL teachers. This program reflects that need, and is based on the best evidence we have as to desirable professional qualifications for such teachers.

b) Soundness and adequacy of the proposed curriculum:

The program reflects a careful assessment of the professional needs of ESL teachers, and provides a sound foundation in theory, description and pedagogy. The electives allow for flexibility, while the required core reflects a reasoned judgment about the skills and knowledge necessary to function effectively in the ESL classroom.

c) "Fit" with department goals:

The proposed MA in TESOL program fits the department's goals and objectives in that it will provide training in English language and teaching English to non-native speakers. The proposal does not compete with existing programs. We now have an MA in English, with one option being a specialization in TESOL. That option will be eliminated under this proposal, but the other MA options will not be affected. Enrollment in graduate literature and creative writing classes has been strong in recent terms, and we do not foresee a problem if most TESOL students stop taking these classes.

When the new program comes into effect, the TESOL Certificate program may attract somewhat fewer students than at present, because the proposed new MA will allow students to focus only on TESOL. Thus, they will not have to meet the literature requirements that have discouraged some from majors other than English, and led them to choose the Certificate rather than the existing MA program. Since all required Certificate classes are also required for MA students, this should not have a major impact, but should be mostly a shift in enrollment status.

d) Priority of the program:

This is a high priority program, but we do not see it as competing with existing programs. The existing MA option in TESOL will be replaced by this program, and the TESOL Certificate may need to undergo some modification. The proposed MA will not compete for students with our undergraduate major or our graduate literature or writing programs.

e) Use of existing resources:

The department does not currently itemize the use of resources: xeroxing, stationery, secretarial time, etc. is shared rather than being allocated to specific parts of the department. It should be possible to implement the program with existing resources, although a regular budget for supplies and student assistance is desirable, and we expect such a request will be made in the future.

The faculty who will be involved in the program are already assigned to teach classes in the TESOL option of the MA in English and TESOL Certificate programs, and their course load will not change significantly.

f) Faculty competency:

The faculty who have initiated this program are experienced and well-trained in the field of TESOL and applied linguistics. Their c.v.'s speak for themselves about the degree of training and professional activity that each member of the program brings to it.

g) Additional resources:

We do not anticipate extensive additional resources in order to initiate the program, although we expect to make some additional requests when the current budget crisis eases somewhat. Specifically, the existing faculty are sufficient to offer the program, but additional flexibility will be assured if we are able to hire a linguist to work with the English credentials program, especially if such a person has some TESOL background.

ABSTRACT
NEW PROGRAM PROPOSAL

M.A. IN TESOL

The English Department faculty propose to replace the M.A. in English (Plan C), TESOL Concentration, with a new degree, an M.A. in TESOL (Teaching English to Speakers of Other Languages), a separate program to be housed within the English Department. This change is necessitated by the hiring requirements of the California Community Colleges. Our candidates are also at a disadvantage when applying for Ph.D. programs in linguistics. The 15 units of literature courses presently required have little bearing either on TESOL courses or on our graduates' future careers as teachers of ESL students in language development and composition courses.

1. Academic Unit Submitting the proposal:

English Department
School of Arts & Sciences
California State University, Sacramento

2. Title of New Program: M.A. in Teaching English to Speakers of Other Languages

3. Purpose: Preparation of teachers for community colleges, and for teaching overseas at all levels; preparation of candidates for Ph.D. programs in Applied Linguistics.

4. Fit with mission and program responsibility:

The proposed MA in TESOL is particularly responsive to the university mission to "preserve, communicate, and develop knowledge, to cultivate wisdom and encourage creativity, and to promote the understanding of values ensuring the survival of humankind and improving the quality of life." As a program that will prepare community college teachers of English as a Second Language, the MA in TESOL will contribute to the development of a multi-ethnic California in which language differences are respected, but in which language does not stand as a barrier to the success of anyone.

The MA in TESOL degree program appropriately fits in the program responsibility of the School of Arts and Sciences and the Department of English in that the subject our students are preparing to teach is the English language. Students in the proposed program will primarily be preparing to become community college teachers of ESL. Thus, they will need a firm understanding of the structure of English and its use, as well as knowledge about how learners acquire second languages, and the materials and methods that can best further this process of language development.

5. Need for the Proposed Degree Program:

a) The existing M.A. in English with TESOL option requires more literature courses than most other English Department TESOL preparation programs in the country. (See appended information from the Directory of Professional Preparation Programs in TESOL in the U.S., 1989-91.) This slows the progress of those students who come into our program from majors other than English, and discourages some from attempting the M.A.

b) Our graduates will rarely be teaching literature classes, and so they do not need the five literature classes (3 pre-requisites and 2 for the MA) required under the current program. Because of the 9 unit common core requirement, however, as well as department belief in what an M.A. in English should stand for, we are unable to reduce this literature component within the existing M.A. in English, TESOL option, degree.

c) The current program limits the preparation we can offer our students in the field of TESOL, or unduly burdens them. The present M.A. program for students specializing in TESOL is rather thin: we offer 5 required classes (200D, 215A, 210E & F, 410B), a directed study, and an occasional graduate elective. By removing the literature requirements, we make room in a student's program to learn more about teaching ESL. In so doing, we bring our program in line with the increasing professionalism of the field, as reflected in the "Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States". [See Appendix]

d) A small number of our students go on to doctoral work in Linguistics or Applied Linguistics. The M.A. degree in English misrepresents their preparation, since they have been focusing their Master's level work on studying the language and language learning and teaching, not on British and American literature.

e) Our present program meets the current requirements for teaching ESL at California community colleges, but it may not for long. CATESOL (the California professional association of ESL teachers) has called for community colleges to revise their hiring requirements to make an MA in TESOL the only acceptable degree for a position teaching ESL. [See appended letter.] We feel that this change is necessary in order to strengthen our inter-segment linkages and ensure that our graduates are qualified and well-prepared to teach in the community colleges.

f) Finally, we propose this program change in part because it would enhance the campus goal of a "multicultural university" that is better prepared to meet the challenges of the next decade, indicated by significant demographic, social, and economic trends (President Gerth, Memo to the Campus Community, Sept. 4, 1990). The goal of TESOL students and faculty is to provide the language and related skills necessary to enable non-native speakers of English to participate in society. We feel we have something valuable to offer; at the same time we are conscious of how much we gain through contact with our ESL students. An MA in TESOL program will be an important factor in making a multi-cultural California work.

g) Formal Survey - Needs/Demand: See Appendix, Survey of Community College Hiring

6. Anticipated student demand:

We estimate that the number of students enrolling in this program will be roughly comparable to current numbers in the M.A. in English, TESOL option (approximately 10 graduates per year), plus some additional enrollment due to students choosing to do an M.A. in TESOL rather than a TESOL Certificate. Both cases represent a shift in enrollment status, but not a net increase in enrollment.

Projected number of majors:	Year 1 - 15
	Year 3 - 20
	Year 5 - 20

7. Scope and content:

Units required: 33

Required courses:

Engl 200D Methods and Materials of TESOL	3
Engl 215A Reading/Vocabulary Acquisition	3
Engl 215B ESL Writing/Composition	3
Engl 215C Pedagogical Grammar for TESOL	3
Engl 215D Pedagogy of Spoken English	3
Engl 210B Sociolinguistics and TESOL	3
Engl 210G Second Language Acquisition	3
Engl 410B Internship: Tutoring ESL	3
Engl 500 Thesis, 502 Project, or 598 Directed Study for Comprehensive Exam	3

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All courses are presently in existence (some under different numbers or titles) and are taught regularly. (See attached syllabi.)

Electives: 6 units chosen from linguistics and other areas in consultation with the TESOL Advisor. Typical selections in the past have come from the English 110 or 210 series (linguistics), English 220 series (pedagogy), English 180 series (ethnic minority literature), from Psychology, Child Development, Speech Pathology, and Education, and from Anthropology and Foreign languages courses in ethnolinguistics and in the cultures of regions whose natives form large minority groups in California. One of the goals of the TESOL program is for students to become knowledgeable in the culture and language needs of California minorities. Students may also gain additional teaching experience through elective internships at the Learning Skills Center or in ESL programs in local community colleges.

Examples: Engl 110B History of the English Language
Engl 180G Chicano Literature
Engl 196C Literature, Language and Culture
Engl 220A Teaching Composition in College
Engl 299 Special Problems: Directed Study or Internship
Anthro 134 Japanese Culture & Society
Anthro 147 Peoples of SE Asia
etc.

Electives are reviewed on a semesterly basis and copies of syllabi and course descriptions are on file in the TESOL Coordinator's office.

Program prerequisites and other criteria:

Prerequisites: upper division TESOL-related courses (linguistics, tutoring, anthropology, etc.)	12
2 semesters linguistics	6
Engl 110A Linguistics & the English Language	
Engl 110T Intermediate Linguistics	
Engl 120A Advanced Composition	3
Traditional Grammar Exam (85%)	

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Admission standards: Undergraduate GPA of 3.0 or better. Prerequisites must be complete with a minimum grade of B-. Non-native speakers of English must demonstrate 600 on the TOEFL, including the TWE.

Continuation standards: Required courses must be completed with a grade of B- or better. GPA of 3.0 must be maintained.

Special characteristics: Culminating degree experience is a comprehensive written and oral exam before a board of at least 3 TESOL faculty. By special permission, students intending to apply for a Ph.D. program may write a thesis or undertake a research project for their culminating experience. Graduate work includes a supervised teaching internship accompanied by a seminar in methodology (410B). Each of the pedagogically oriented graduate courses (215 series and 200D) requires a concurrent tutoring experience.

8. Resources required:

a. Program faculty:

1) Existing: Roberta Ching, Dana Ferris, Elizabeth Hanson-Smith, Fred Marshall, Charles Moore, Betty Reveley (see attached c.v.'s)

2) Additional: This new program should not require any additional faculty, but the addition of another linguist to the department's faculty will allow more flexibility and keep faculty resources from being stretched too thin. Such a search has already been approved, as Position #14 in the 1990-91 hiring cycle.

b. Administrative / Coordination Personnel:

- 1) Existing: The position of TESOL Coordinator has, for several years, carried three units of assigned time.
- 2) Additional: The duties of coordinating and advising are to be split under this proposal (see appended job descriptions), and thus an additional three units of assigned time are requested. This is necessary to provide sufficient time to carry out these duties adequately.

c. Space and facilities:

1) Existing: Current faculty have office space, and there has been some consolidation of the program in space left vacant by University Media Services in English Bldg 138. Classroom space will continue to be assigned out of the general allocation for the English Department.

2) Additional: We do not foresee the need for additional faculty or program office space. Since TESOL classes are taught primarily in the late afternoon and evening hours, class space should not be a problem at any time in the near future.

Center's video holdings, such as The Story of English, Meeting the Challenges, and When Cultures Meet for classes and for the informal TESOL Forum, an afternoon seminar-discussion group on topics of interest to the TESOL community. Over the past several years, the TESOL program has, with the Foreign Languages Dept., regularly co-sponsored Telecommunication Conferences on language pedagogy.

d. Other: Also as part of student enrichment, the program regularly sponsors visiting Research Scholars from as far afield as Spain, Colombia, the People's Republic of China, and in the future probably from the Soviet Union, Costa Rica, and Thailand. These Scholars audit courses, including Tutorials in Learning Skills, and in turn give talks on the teaching situations in their countries. With the proposed changes in our program, we will be able to attract Fulbright scholars from other countries who are presently deterred by the heavy literature component in our program; few foreign universities prepare linguists in literature, and so the present prerequisites mean almost a year of additional coursework for international students.

Finally, the TESOL program regularly sponsors a "Career Night" in which recent graduates and students who have already had teaching experience share their insights on how to get a job in the field. This activity is always well attended, both by TESOL majors and by other students, particularly those who wish to teach and travel overseas. The TESOL Advisor maintains a Job File with requests for teachers from local, regional, and international employers, and a Job Board with announcements for employment, conferences, and scholarships is maintained outside the Advisor's office. Students and recent graduates also have the opportunity to work for pay and for the experience with lower-level ESL in the American Language and Culture Program, a self-supporting language institute, now in its third summer, sponsored by Regional and Continuing Education. We expect the ALCPE to eventually serve as a liaison with international agencies as AID and USIS, who sponsor pedagogy/language seminars for instructors from less developed countries.

2) Additional: We do not anticipate any changes in the above.

9. Proposed source of funding for additional needs: General university funds.

10. Programmatic or fiscal impact:

The proposed MA in TESOL program does not compete with existing programs. We now have an MA in English, with one option being a specialization in TESOL. Under this proposal, that option will be replaced by the new MA in TESOL, but the other MA options will not be affected. Enrollment in graduate literature and creative writing classes has been strong in recent terms, and we do not foresee a problem if most TESOL students stop taking these classes.

When the new program comes into effect, the TESOL Certificate program may attract somewhat fewer students than at present, because the proposed new MA will allow students to get an MA while focusing only on TESOL. Thus, they will not have to meet the literature requirements that have discouraged some who have majors other than English, and led them to choose the Certificate rather than the existing MA program. Since all required Certificate classes are also required for MA students, this should not have a major impact, but should be mostly a shift in enrollment status.

The fiscal impact of the new program is minor, and we expect that it will be phased in over a period of a couple of years.

d. Equipment:

1) Existing: The program has use of a PC-compatible, XT-class computer and dot-matrix printer, used for data base and word-processing programs.

2) Additional: We need a file cabinet and a bookcase to hold program files and curricular materials for student use.

e. Operating Expenses:

1) Existing: As at present, operating expenses for TESOL classes will continue to be folded into the general English Department budget, and not accounted for separately.

2) Additional: We would like to have a small yearly OE budget. For TESOL, to purchase additional curricular materials, such as computer-assisted language learning programs and videos; to pay for the TESOL employment service, presently an out-of-pocket donation by our faculty; to support mailings to our students and to pay for printing of advertising forms, presently considerable strains on the English Dept. budget.

f. Clerical & Technical:

1) Existing: As at present, clerical and secretarial support for TESOL will continue to be a part of the general English Department budget, and not accounted for separately.

2) Additional: The MA in TESOL program will need 10 hours per week of Student Assistance to take care of clerical matters, such as mailing information to prospective students, duplicating materials, record-keeping, etc.

g. Support Services:

1) Existing:

a. Library resources: TESOL faculty over the past five years have worked closely with the reference librarians in Education and Humanities, particularly Bob VonAuer and Herb Drummond, to build an ESL curriculum collection (in part through donations from faculty libraries), periodicals and resource works in ESL pedagogy, and resources in applied linguistics. TESOL faculty also have built and maintained in the TESOL Coordinator's office a relatively extensive collection of works for student loan. Our students also have access to a curriculum collector which has been created in the Learning Skills Center, where all of them must eventually serve an Internship.

b. Computer labs: Computer labs in Learning Skills and in English are available for tutor training in computer-assisted language instruction.

c. Media: TESOL faculty videotape peer teaching demonstrations in their pedagogy seminars, and instruct graduate students in the use of audio and video in teaching listening and speaking. The TESOL faculty also make use of the Library Media

11. Summary Statement:

The TESOL Committee of the Department of English, California State University, Sacramento, proposes that a new program, to be called a Master of Arts degree in Teaching English to Speakers of Other Languages (MA in TESOL) be planned to replace the current TESOL option of the M.A. in English. The new program would continue to be housed in the English Department.

This proposal for an MA in TESOL program responds to the increasing professionalization of the field of teaching ESL, and to the credentialing needs of our graduates. Since ESL teachers rarely teach British or American literature, it does not make sense to require them to take five literature courses as pre-requisites or requirements for their Master's degree, as is currently required for the M.A. in English. It does make sense to require them to take a broad program that covers the structure of English, the nature of language learning, and materials and methods for teaching ESL. However, the literature requirements for the existing M.A. in English make this difficult to achieve. And since CATESOL (the California professional organization of ESL teachers) has advocated that the MA-TESOL degree be a job requirement for community college employment, we want to bring our program in line with these professional standards.

We anticipate that almost all the students who now enroll in the TESOL option of the MA in English would switch to the MA in TESOL program, were that available, and about five additional students per year at first, ten eventually, would be attracted to the program, mostly from students who would have settled for the TESOL Certificate under our current program. The growth of California's immigrant, non-native speaker population makes clear the need for graduates with the training this program will provide; our needs survey of community college projected hirings shows that community colleges in northern California will be looking for graduates with the training we can provide.

The resources to offer this program are generally already in place. The faculty who will teach in the new program are already teaching courses in the existing TESOL option for the MA in English, and the courses to be offered in the proposed program are either re-named courses that are already required, or elective courses that would be made requirements.

The additional resources requested for the new program are minimal, and mostly administrative: mainly assigned time for administration, and student assistance time. There is a net increase of three sections per year of new courses under the proposed program, which is fully justified by the expanded professional knowledge this will provide.

APPENDICES TO MA in TESOL PROPOSAL

- A. Proposed catalog copy
- B. Survey of Professional Preparation Programs in TESOL
- C. Descriptions of sample programs
- D. TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States
- E. CATESOL letter
- F. Survey of TESOL Employment Opportunities -- Northern California Community Colleges
- G. Job descriptions: TESOL coordinator & TESOL advisor
- H. Faculty c.v.'s
- I. Course syllabi:
 - A. Existing courses
 - 1. required: 200D, 210B, 210G, 210H, 410B
 - 2. sample electives: 176C, 220A
 - B. Re-numbered courses
 - 1. 210E, 210F, 215A & B
 - C. Proposed new course
 - 1. 110T
 - D. Current reading list for TESOL Comprehensive Exam

STATEMENT TO THE SENATE ON FEES
3/11/93

We have been asked by the Executive Committee to provide a simplified overview of the CSU proposal for a change in what is now euphemistically referred to as a "pricing structure" for the CSU, but which used to be called "fee policy" for what is really tuition, and to provide an analysis of the proposal. We were directed by the Executive Committee to make our presentation in a calm and unimpassioned way, which given our sentiment and personalities will be difficult to do, though we'll try. Fortunately, however, we were not directed to give an unbiased presentation, and were given liberty to recommend to the Senate a position that we hope it will endorse.

OVERVIEW:

Although details of the proposal remain subject to elaboration and change, the basic principle is that students should be expected to pay a set percentage of the cost of instruction with the State providing the remainder. Current policy (which has been flagrantly disregarded in the past several years) is that access to quality education is to be provided at a "low cost", that the full cost of instruction (except for up to \$25 from student fees) is to be provided by the State, and that student fees for non-instructional services are to be set at a very low level with increase not to exceed 10% per year.

Specifically, the proposal would:

1. Set tuition for undergraduates at 1/3 the cost of instruction, (a 1,140 increase which would raise fees from the current level of 1308 to a total of 2,496).

I should note that there is still discussion over the percentage that should be set and whether the dollar value of cost of instruction should be set at the national average or at our cost (i.e., what the State says our cost is), and that there would be a plan to phase in the increase.

2. Set a higher tuition for graduate students, specifically to 150% of the cost of undergraduate tuition (which turns out to be about 50% of the current average cost of instruction or 3,468).

As currently proposed, all postbaccalaureate students (including those not matriculated in a graduate program) except, possibly, credential students would be assessed the higher tuition. However, I would note that a lot of noise has already been made the need to distinguish between classified graduate students and postbaccalaureate students not pursuing a master's degree or teaching credential (i.e., postbaccalaureate students taking undergraduate courses).

3. Establishing other fee schedules for special groups of students (e.g., senior citizens, high school students, and second bachelor students).
4. Establishing a fee schedule that differentiates between full-time and part-time students.

In addition to changes in the ways fees are set, the proposal sets forth strategies to make more financial aid available for students who cannot afford the new fees. These strategies include:

1. earmarking a percentage of the new fee revenues to augment the State University Grant Fund
2. combining state university grants and loans to ration limited funds to more students
3. seeking to revise the Cal Grant program from a merit based to a need based program
4. somehow trying to get more money from federal financial aid programs
5. somehow tying in to existing or creating new forgivable loan programs.

ANALYSIS:

We are strongly opposed to the proposed new pricing structure for both practical and philosophical reasons. First the practical:

Practical reasons:

While the intended purposes of the proposed change are to increase resources to fully support the cost of instruction and prevent further erosion of quality, maintain access regardless of economic circumstance, and avoid enrollment reductions and faculty layoffs, we believe that these purposes will not be accomplished because the proposal is based on assumptions about our students, the Legislature and our ability to effect a number of policy changes; and that in fact, implementation of the proposal would accelerate our downward spiral. Specifically, the proposal assumes:

1. that a significant proportion of our students are able and willing to pay the increased fees (given that the average family income of our students is 40,000, this is highly unlikely).
(include personal note)
2. that increased financial aid will be available for students who can't pay from students who can pay, from a revision of the Cal Grant program and adequate State support of Cal Grants, and programs that don't exist (given that the State has never met its commitment to offset increases in student fees, this is also highly unlikely)

3. perhaps, most troublesome is the fact that the proposal assumes that we will a) get the increased fees and b) that the State will provide the remaining 2/3 of the cost (given that increased fees have always been accompanied by unallocated reductions equalling or exceeding revenues generated by additional fees, this is also highly unlikely)

Hence, we believe that implementation of the proposal will result in a further decline in student enrollment because of sticker shock, inability to pay, and the ability to get a better deal elsewhere.

Philosophical:

Don has often referred to the California Master Plan for Higher education, generally, and the CSU, in particular as "the greatest social invention of our time". By using general revenue (mostly from taxes) to provide all the people of California access to quality education at a low cost, the State provided itself a way to ensure its future economic and social viability. Since the user and beneficiary of the CSU is all of California Society and not just the student, the imposition of what is a regressive tax on the student is inappropriate. The argument that other States do it this way is not convincing since California is not like most other states, either in its demographics or in what it has sought to accomplish. To renege on the State's commitment to the principles of the master plan at the very time in our history when people of color are soon to constitute a majority of the people of California, when the divide between the haves and the have nots is increasing, when unemployment in California is well above the national average, and when there is great social need and unrest is, to put it mildly, bad public policy.

We believe that the effect of the proposal would be to make higher education available primarily to those who already enjoy economic security and deny access to those who seek socioeconomic mobility. Unquestionably, if there is no fee increase and additional State support is not forthcoming, students will be denied access, but at least, denial of access will not be on the basis socioeconomic class. At this point, my mother would say something like its time to have a bowel movement or get off the commode, and so, on behalf of our contingent of Statewide Senators, I would ask the Senate to consider adopting the following position dealing with fees and State support of higher education:

We request that the CSUS Academic Senate oppose the proposal to increase revenue for the CSU by changing the pricing structure for enrollment in the CSU from a "low cost" fee policy to a per cent cost of instruction model, that the CSUS Academic Senate urge the CSUS Academic Senate, the Chancellor and the Board of the Board of Trustees to seek legislation and constitutional revision necessary to minimize "budget entitlements", facilitate the budget process, and restore adequate general fund support of higher education through the assessment of reasonable and equitable taxes on the people of California.

