Master of Arts in Education - Teaching English to Speakers of Other Languages (TESOL) Option

Also offered through the College of Extended Learning (http://cel.csusb.edu)

Master of Arts in Education

The M.A. in education with an option in bilingual/crosscultural education is designed to give advanced training to personnel involved in bilingual programs in grades K-12. The program should also meet the needs of community college personnel who are involved in the training of classroom aides and other paraprofessionals.

The M.A. in education with an option in career and technical education is designed to provide advanced and specialized education to personnel working in a variety of settings related to vocational education such as secondary, postsecondary and private schools. The program should also meet the requirements for leadership positions in these facilities.

The M.A. in education with an option in curriculum and instruction is designed for both elementary and secondary teachers. The program provides opportunities for teachers to gain expertise and knowledge in subject matter content and pedagogy or to teach gifted and talented students.

The M.A. in education with an option in environmental education is designed to prepare individuals to teach environmental education effectively in indoor and outdoor settings and to all grade/age levels and enables graduates to assume leadership in environmental education in schools, nature centers, and other interpretative situations. Admission to the program requires teaching experience, but not a teaching credential.

The M.A. in education with an option in holistic and integrative education is a program for creative educators in a nontraditional format emphasizing educational innovation, integrative learning, and meaning-centered learning.

The M.A. in education with an option in instructional technology is designed to meet the needs of technology professionals in schools and other education related settings, as well as business settings. The program has two emphases: research and design/development.

The M.A. in education with an option in reading/language arts meets the needs of the candidate who is interested in increasing skills in the effective teaching of reading/language arts. The program is competency based and places emphasis on the models and methods that enhance the strategic processing of language arts.

The M.A. in education with an option in teacher leadership has been developed in collaboration with Academic Partnerships, an entity that has a proven track record of marketing innovative online education programs with established institutions of higher learning.

The M.A. in education with an option in science education meets the needs of the candidate who is interested in developing her/his pedagogical content knowledge in the teaching and learning of science and develop his/her background to become a science education leader in their school, district, or region. The program also provides the opportunity to increase the candidate’s content knowledge in science.

The M.A. in education with an option in special education will provide advanced preparation for teaching individuals with disabilities, and will provide training for those persons interested in administrative positions or leadership positions in special education.

The M.A. in education with an option in teaching English to speakers of other languages prepares educators to meet the needs of English language learners in K-12 classrooms in the United States and abroad. The teaching of English around the world is one of the fastest-growing international professions and offers worldwide English teaching opportunities to qualified graduates. Courses in ESL teaching methods and supervised fieldwork opportunities provide a broad overview of theories of language acquisition and social cultural influences on language learning, and strengthen the mastery of classroom techniques.

Requirements (48 units)

Program Code: EESL

Admission to the Program

In addition to the general requirements of the university, specific requirements for admission to classified graduate status are:

1. A cumulative grade point average of 3.0 (“B”);
2. Completion of the Writing Requirement for Graduate Classification (WRGC);
3. EESL 521;
4. A maximum of 14 quarter units or equivalent semester units may be transferred from other colleges and universities.

Advancement to Candidacy

In order to be advanced to candidacy, a student must have:

1. Achieved classified standing;
2. Satisfactorily completed EDUC 603, EDUC 605 and EDUC 607;  
   Note: Between the time of completing 12 units and 19 units of applicable course work the student is required to apply for advancement to candidacy.
3. Secured approval of candidacy from the College of Education;
4. Filed an approved graduate program for completion of the degree.  
   This must be prepared in consultation with an advisor and approved by the Dean of the College of Education;
5. Native speakers of English must have two semesters or three quarters of study in one or more foreign languages at the post secondary level. Non-native speakers of English must have two semesters or three quarters of study in one or more foreign languages (not English) at the post secondary level or take COMM 120.

Requirements for Graduation

1. A minimum of 48 quarter units of acceptable graduate-level work, with a minimum of 34 units completed in residence at this university;
2. A grade point average of 3.0 ("B") in all course work taken to satisfy the Master of Arts degree requirements, and grades of "C" (2.0) or better in all courses in the program;

3. Successful completion of one of the following:
   a. EDUC 600
      The Master’s Project is designed for those wishing to perform research leading to potential doctoral study. A score of 5/6 on the Analytic Writing portion of the Graduate Record Examination is a prerequisite, plus recommendation from the instructor of EESL 685. Permission to write a project must be granted by the student's advisor and one other professor in the College of Education and submitted in the approved format. Further information is available from the College of Education regarding an approved format for the project proposal and project.
   OR
   b. Written comprehensive exam.
      The written comprehensive examination is designed to test the student’s knowledge of the field of ESL/EFL instruction. The examination is offered once each quarter and during the summer session. The student may enroll in the examination no earlier than the last quarter in which course work is taken. The student may take the examination (or any part of it) three times. Approval to retake the examination may be, at any time, contingent upon completion of additional designated courses.

4. The graduation writing requirement is met upon successful completion of 4A or 4B above;

5. Completion of the Candidate Assessment Portfolio. Details of the Candidate Assessment Portfolio approval process are outlined in the program information materials. The Portfolio must be completed prior to enrollment in EDUC 600 or EESL 999.

The program may not include more than 14 quarter units in approved extension and transfer courses from other colleges. California State University, San Bernardino will not consider for transfer credit course work from an institution which will not accept that work in its own advanced degree program.

**Note:** Enrollment in any course in the program is subject to approval of the program coordinator.

### Degree Requirements (48 units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 603</td>
<td>Effective Communication in Education</td>
<td>4</td>
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<tr>
<td>EDUC 605</td>
<td>Foundations of Education</td>
<td>4</td>
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<tr>
<td>EDUC 607</td>
<td>Introduction to Educational Research</td>
<td>4</td>
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<tr>
<td>EESL 536</td>
<td>Crosscultural Teaching</td>
<td>4</td>
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<tr>
<td>EESL 543</td>
<td>Listening and Speaking Methods in TESOL</td>
<td>4</td>
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<tr>
<td>EESL 544</td>
<td>Reading Methods for TESOL</td>
<td>4</td>
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<tr>
<td>EESL 545</td>
<td>Writing Methods in TESOL</td>
<td>4</td>
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<tr>
<td>EESL 675</td>
<td>Curriculum Design in TESOL</td>
<td>4</td>
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<tr>
<td>EESL 685</td>
<td>Research in TESOL</td>
<td>4</td>
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<tr>
<td>Four units chosen from:</td>
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<tr>
<td>EESL 670</td>
<td>Principles and Practice in TESOL</td>
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<tr>
<td>EESL 671</td>
<td>Survey of Methods in Teaching English as a Foreign Language</td>
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<td>Four units chosen from:</td>
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<tr>
<td>EESL 524</td>
<td>Supervised Observation/Participation in Teaching English to Speakers of Other Languages</td>
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<tr>
<td>EESL 525</td>
<td>Tutoring Methods in Teaching English to Speakers of Other Languages</td>
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<td>EESL 655</td>
<td>Mentoring and Evaluating TESOL Educators</td>
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<td>EESL 679</td>
<td>Fieldwork: Teaching English to Speakers of Other Languages</td>
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<tr>
<td>EESL 680</td>
<td>Practicum in Teaching English to Speakers of Other Languages</td>
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<td>Four units from A or B which will also satisfy the graduation writing requirement:</td>
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<td>Group A:</td>
<td>EDUC 600 Masters Degree</td>
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<td>Group B:</td>
<td>EESL 999 Comprehensive Examination (plus four units of electives listed below if not taken previously)</td>
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<td>Electives:</td>
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<tr>
<td>ECTS 504</td>
<td>Principles of Career and Technical Education</td>
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<td>EDCI 624</td>
<td>Advanced Teaching Methodology</td>
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<td>EESL 500</td>
<td>Introduction to Teaching English to Speakers of Other Languages</td>
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<td>EESL 501</td>
<td>Foundations of TESOL</td>
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<td>EESL 505</td>
<td>Differentiated Curriculum in TESOL</td>
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<td>EESL 524</td>
<td>Supervised Observation/Participation in Teaching English to Speakers of Other Languages</td>
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<td>Tutoring Observation/Participation in Teaching English to Speakers of Other Languages</td>
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<td>EESL 533</td>
<td>TESOL Crosscultural Teaching Practicum</td>
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<td>EESL 549</td>
<td>Teaching Adult English Learners</td>
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<td>EESL 578</td>
<td>Classroom Discourse and Interaction in TESOL</td>
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<td>EESL 650</td>
<td>Program Administration for TESOL</td>
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<td>EESL 660</td>
<td>Second Language Acquisition Classroom Research</td>
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<td>EESL 671</td>
<td>Survey of Methods in Teaching English as a Foreign Language</td>
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<tr>
<td>EESL 675</td>
<td>Curriculum Design in TESOL</td>
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<tr>
<td>EESL 686</td>
<td>Advanced Research Methods in TESOL</td>
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<td>ERDG 626</td>
<td>Foundations of Literacy</td>
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<tr>
<td>ETEC 500</td>
<td>Foundations in Instructional Education</td>
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<tr>
<td>ETEC 501</td>
<td>Foundations of E-Learning</td>
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<tr>
<td>ETEC 541</td>
<td>E-Learning Design and Development</td>
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<tr>
<td>ETEC 544</td>
<td>Design and Development of Instructional Materials</td>
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<td>ETEC 546</td>
<td>Computer Based Technology in Education II</td>
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<td>ETEC 674</td>
<td>E-Learning Technology and Media</td>
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<tr>
<td>ETEC 676D</td>
<td>Advanced Topics in Instructional Technology or other upper-division graduate courses appropriate to this concentration, subject to advance approval by the Education Graduate Committee and TESOL coordinator.</td>
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Total Units: 48