IOWA STATE UNIVERSITY
OF SCIENCE AND TECHNOLOGY

Date: September 27, 2015

To: LAS Representative Assembly

From: Gordon Miller, Chair LAS Curriculum Committee

RE: Two Proposals for new Areas of Specialization from TESL

Included with this cover memo, please find two proposals for new Areas of Specializations coming from the MA program for Teaching English as a Second Language (TESL)/Applied Linguistics programs in the Department of English. The college curriculum committee (LASCC) received these proposals in early Spring Semester, 2015 and discussed their content and details at two separate meetings during that semester. After each discussion, the proposals were returned to the English Department for editing and to provide responses to questions raised. On 18-Sept, Prof. John Levis, DOGE of the English Department, attended the LASCC meeting to provide an overview of the various specializations already in place in TESL/AL and reasons for adding two more areas, as well as to answer questions from members of LASCC. Some of the results of these discussions have been added to the proposals submitted here, especially in the justification sections. On 18-Sep, the LASCC voted unanimous approval for these two new areas of specialization.

TESL/MA Areas of Specialization Summary

Each specialization in the TESL MA degree is distinguished by a targeted set of 9 credits out of 30. All MA students take a common core of required classes (18 credits) and the thesis/creative component (3 credits). The different specializations are a way in which students take courses that will build more extensive (and often, more advanced) skills and knowledge in an area of special interest. The specializations are also listed on their official transcripts and offer an additional piece of evidence to more specialized knowledge in a particular disciplinary area within the degree. This can be an advantage for some jobs or for entrance to particular advanced degree programs.

Specialization	Courses	Purpose of Specialization
CALL (Computer Assisted Language Learning) (38 students over last 10 years)	• an appropriate course in instructional technology • English/Linguistics 526: Computer-Assisted Language Learning • Other relevant elective	Prepares students to work as the CALL specialist in an ESL/EFL program, selecting and coordinating software resources, constructing computer-based language learning activities, and conducting staff development workshops on CALL
ESP (English for Specific Purposes) (23 students over last 10 years)	• English 527: Discourse Analysis • English 528: English for Specific Purposes • Other relevant elective	Prepares students to work in both academic and workplace settings where instruction needs to focus on a particular type (or register) of English. Students in this area would acquire the skills to assess context-specific language needs and to develop appropriate materials for learning and assessment.
Language Assessment (6 students over last 10 years)	• English 527: Discourse Analysis • English 513: Language Assessment Practicum • Other relevant elective	Prepares students to work as a test developer for a testing company or an assessment specialist for a language program.
Literature (2 students over last 10 years)	• English 503: Theory and Research in Composition • English/Linguistics 525: Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English • Any relevant graduate literature courses	Allows students with a background in English to strengthen the depth of their knowledge of literature as it relates to the teaching of ESL, thus preparing them to teach ESL through literature. (This specialization may be particularly of interest to students who teach or will teach English in other countries, where literature is an essential element of the English curriculum.)
Literacy (32 students over last 10 years)	• English/Linguistics 524: Literacy: Issues and Methods for Nonnative Speakers of English • Two courses taken with prior approval from the student's advisor/ major professor, such as • English 503: Theory and Research in Composition	Emphasizes the study of written language skills to teach in the public schools, community colleges, or abroad. A student following this program can also complete requirements for ESL certification for the state of Iowa and specialize in the teaching of reading and writing skills. Other opportunities include composition theory and

	• English/Linguistics 525: Methods in Teaching Listening and Speaking Skills to Nonnative Speakers of English • Curriculum and Instruction 554: Reading and Responding to Children's Literature • Curriculum and Instruction 533: Educational Psychology • Any courses with a significant component relevant to research in and/or pedagogy in literacy	practice, literary studies, and studying the application of reading theory to elementary or secondary public schools.
Open Option (12 students over last 10 years)	9 credits of electives	Students are not required to choose a specialization and may take 9 credits of electives that are approved by their POS Committee. (This option is not chosen by many students, but it is important to provide flexibility for unusual student interests or simply in finishing the degree.)
PROPOSED		
Teaching English to L1 Spanish Learners	Possible courses: Span 510X, 440/540, 445/545, 401/501, 354/554, 562	Prepares teachers whose targeted learner population is Spanish speaking. (This population is particularly important in North America because of the dominance of Spanish speakers in the US. This also allows us to collaborate with WLC for student whose interest is in working with Spanish speakers.)
Corpus and Computational Linguistics	Possible courses: English 516X English 520 English 527	Prepares students for future work in computational approaches to language analysis. (This differs from CALL in that it requires greater depth in computer coding and linguistic analysis without immediate classroom application. It also builds on our increasing expertise in these areas for the PhD and MA degrees)

Program Procedures for Obtaining Approval of a New Area of Specialization or a Change in an Area of Specialization in a Graduate Degree

(Check one)

■ **Request for New Specialization**

☐ **Request for Change in Specialization**

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Graduate Curriculum and Catalog Committee
1137 Pearson Hall
Iowa State University
Ames, IA 50011-2206

1.   Name of the area of specialization.
     Teaching English to L1 Spanish Learners

2.   Name of the major.
     Teaching English as a Second Language/Applied Linguistics

3.   Graduate degrees to which it applies.
     MA

4.   Name of the department(s) or program.
     English/Applied Linguistics

5.   What is the change you are requesting? (Answer only if you checked the Change box)

6.   Other existing areas of specialization for the same major and same degree.
     "Computer-Assisted Language Learning (CALL)",
     "Language Assessment",
     "English for Specific Purposes",
     "Literacy",
     "Literature in ESL"

7.   Are areas of specialization optional or required? (Can a student choose the major without selecting an area of specialization?)
     Optional: students can declare an "Open Option" on the MA instead of a specialization

8.   Reasons for proposing the new area of specialization or change in the area of specialization.
     Specializations provide MA students in Teaching English as a Second language with recognition of depth in a particular area of expertise to go with the breadth of a general program in Teaching ESL. They also allow our program to distinguish itself from the many other TESL programs in North America, most of which provide depth without careful attention to specialized knowledge in a sub-specialty.
        Having a specialty in teaching a particular first language group, such as L1 Spanish Learners, requires not just techniques for the classroom, but also a deeper understanding of the cultures associated with that language group and explicit knowledge of the linguistic structures of Spanish. This cultural and linguistic knowledge will strongly affect how

Spanish speaking learners learn English and the kinds of difficulties they will have in their learning.

There is on-going student demand (anecdotal – see next paragraph), which we have previously been unable to meet, for courses that focus on teaching English to L1 Spanish learners. We are increasing the number of specializations since the number of areas in the real world requiring graduates with applied linguistics training is also increasing, and so that a wider choice in specialization will grow the student pool. When students become specialists in a particular field the specialization is listed on the degree transcript for potential employers to see, and it makes them more employable on graduation.

In the case of teaching Spanish to L1 learners we anticipate an increase in demand as a consequence of demographic factors. The Hispanic or Latino population of Iowa almost doubled from 82,473 in 2000 to 157,711 in 2013. Thus the number of 'limited English proficient' students whose first language is Spanish has also been increasing, with a consequent increase in demand for instructors who specialize in meeting the needs of such learners. Iowa is representative of every state in the US in this increasing number of Spanish-speaking learners of English. Over the past few years we have had a number of students who are interested in applying what they learn on the program to the teaching of L1 learners of Spanish, whether these learners are in the public schools, in adult education, or in college/university contexts. One student, for example, recorded and transcribed several hours of a Latino phone-in radio show in which presenters and callers code-switched (used both Spanish and English in combination). Another student created an app for learning materials based on a contrastive analysis between the Brigham Young Corpus del Español (http://www.corpusdelespanol.org) and the Corpus of Contemporary American English (http://corpus.byu.edu/coca). Yet another developed a language-learning game for Spanish based on automatic speech recognition technology to teach vocabulary.

Our anecdotal evidence of student demand means we don't have solid numbers to put in this request, however. These students' specific focus wasn't formally recognized on their degree transcripts because this specialization doesn't yet exist. The reason why we are applying for this specialization, therefore, is that a transcript label showing that a student has specialized in the teaching of English to L1 speakers of Spanish will be attractive to future employers. The ability to attract new students in this area will also create a synergy with the growing strength in the Spanish program within the Department of World Languages and Cultures.

9. Requirements for the area of specialization (how are the requirements different for this area of specialization compared to other areas of specialization or to the major without an area of specialization). (For new specialization only.)

    Nine credits are required for the specialization of 30 total credits (18 credits from common core of required classes for all MA students; 3 credits for thesis/creative component). The student would take three courses for nine credits from any course with a significant component relevant to research into and/or the teaching of learners of English whose first language (L1) is Spanish. Relevant courses, which fall outside the English Department include:

    -   SPAN 401/501 (3 cr): Advanced Composition and Grammar.
    -   SPAN/LING 354/554 (3 cr): Introduction to Spanish-English Interpretation.
    -   SPAN 462 (3 cr): Contrastive Analysis (planned by WLC to be co-listed with Span 562 – see attached letter from Prof. C. Gasta, Chair of WLC)
    -   SPAN 510X (3 cr): World Language Teaching Methods in Spanish;
    -   SPAN 326/526 (3 cr): Studies in Hispanic Art or Film.
    -   SPAN 440/540 (3 cr): Seminar on the Literatures and Cultures of Spain.

- **SPAN 441/541 (3 cr): Seminar on Cervantes and the Golden Age.**
- **SPAN 445/545 (3 cr): Seminar on the Literatures and Cultures of Latin America.**

(NOTE: Repeatable courses (SPAN 440/540, 441/541, 445/545) can only be used once in the specialization.)

Other courses may be included for this specialization, but they must be approved by the student's POS committee as particularly relevant to the students' MA thesis research.

(See the attached table that delineates the various Areas of Specializations in TESL/Applied Linguistics.)

10. Estimate the number of students who will graduate with this major and degree each year and the number who will graduate with this area of specialization. (For new specialization only.)
    10-15 students graduate with this major and degree per year; we estimate 2-3 will choose this specialization. Although this may seem a relatively small number, this specialization requires no new resources, and the interdisciplinary aspects of having this area of specialization mean that we expect the number of students with this specialization to increase over time.

11 What resources (faculty, courses, research facilities, library facilities, etc) are available to support the area of specialization? (For new specialization only.)
    All courses for the proposed specialization are offered by the Department of World Language and Cultures (see attached letter of support from Prof. C. Gasta, Chair of WLC). One of these SPAN 354/554 is cross-listed with Linguistics.

12. What future financial support will be needed? (For new specialization only.)
    None from English - the relevant courses for the specialization are offered in the Department of World Languages and Cultures.

IOWA STATE UNIVERSITY

College of Liberal Arts & Sciences
World Languages & Cultures
3102 Pearson Hall
Ames, Iowa 50011-2205
Phone: 515 294-4046
FAX: 515 294-9914
www.language.iastate.edu/

Interoffice Communication

DATE: 1 March 2015

TO: David Oakey, English

FROM: Chad M. Gasta, Chair,
              World Languages and Cultures

RE: Teaching English to L1 Spanish Learners specialization

The Department of World Languages and Cultures enthusiastically endorses the proposal to add a Spanish specialization in "Teaching English to L1 Spanish Learners" to the M.A. program in Teaching English as a Second Language/Applied Linguistics. The proposal draws on the current resources of the department to begin providing instruction to graduate students interested in teaching Spanish as part of their career plans. It is also an excellent opportunity to work collaboratively with the Applied Linguistics/TESL program. To that end, the Spanish section in the Department of World Languages and Cultures welcomes this proposal, and is interested in providing quality graduate-level education opportunities to students whose interests include teaching Spanish.

In preparation for this proposal—which we have discussed and worked on together during the past year—WLC has accomplished the following objectives:
1. we have hired a tenure-stream faculty member in Spanish applied linguistics who will offer courses in teaching methodologies, applied linguistics, contrastive analysis, dialectology and phonetics at the undergraduate and graduate levels starting fall 2015;
2. we have successfully requested a stand-along course, Spanish 510x (World Language Teaching Methodologies), which we be offered to students in the Applied Linguistics/TESL program as well as those whose interests and background align with the course requirements and content, such as Iowa Spanish teachers or graduate students in other academic programs at ISU;
3. we are in the process of writing proposals for dual listings of 400-level courses that do not currently have a 500-level equivalent, such as Span 462/562. Contrastive Analysis, in order to broaden the offerings available to students choosing the "Teaching English to L1 Spanish Learners" specialization;
4. we will hire as teaching assistants in Spanish those graduate students in Applied Linguistics/TESL who have the appropriate background in Spanish and the interest in teaching in our department;
5. we are in the process of making a Presidential High Impact Hire in Spanish (U.S. Latino Studies) and Extension and Outreach whose teaching responsibilities *may* include teaching linguistics or education courses to students in the specialization;

As a result of these recent changes, the Department of World Languages and Cultures is well positioned to contribute to the specialization "Teaching English to L1 Spanish Learners," and we are enthusiastic about this new and fruitful collaboration with the Department of English and its M.A. program in Teaching English as a Second Language/Applied Linguistics

Academic Program Approval Voting Record

This document is to be appended as the last page of the proposal for any new or revised academic program to record the successive votes of approval as the proposal moves through its required review and approval steps. Consult Faculty Handbook Section 10.8 or the Faculty Senate Curriculum Committee website for information regarding Committee review and voting requirements for each action.

Curricular Action: (check appropriate boxes below)

1. X New Program   □ Name Change   □ Discontinuation   □ Concurrent Degree for:

2. □ Undergraduate Major □ Graduate Major   □ Undergraduate Minor   □ Graduate Minor

    □ Undergraduate Certificate   □ Graduate Certificate X Other: __Graduate Specialization_

3. Name of Proposed Change: __ **Teaching English as a Second Language/Applied Linguistics**
                      New Specialization: **Teaching English to L1 Spanish Learners**
4. Name of Contact Person: _____John M. Levis___ e-mail address: jlevis@iastate.edu

5. Primary College: _____LAS_____ Secondary College: _____

6. Involved Department(s): _____English_____

              World Languages and Cultures

Voting record for this curricular action:

Voting Body	Votes			Date of Vote
	For	Against	Abstain	
Dept. or Program Committee				
English Graduate Studies Committee	10	0	0	Oct. 3, 2014
English Graduate Faculty	32	1	0	Dec. 10, 2014
College Curriculum Committee				
LAS Curriculum Committee	8	0	0	Sept. 18, 2015
College Approval Vote – LAS Rep Assembly	21	0	0	Oct. 7, 2015
Graduate Council/Graduate Dean				
Faculty Senate Curriculum Committee				N/A
Faculty Senate Academic Affairs Council				N/A
Faculty Senate				N/A
Provost/President				
Board of Regents				N/A

[FSCC – November 2013]

(Check one)

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1. Name of the area of specialization.
   Corpus and Computational Linguistics

2. Name of the major.
   Teaching English as a Second Language/Applied Linguistics

3. Graduate degrees to which it applies.
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8. Reasons for proposing the new area of specialization or change in the area of specialization.
   Specializations provide MA students in Teaching English as a Second language with recognition of depth in a particular area of expertise to go with the breadth of a general program in Teaching ESL. They also allow our program to distinguish itself from the many other TESL programs in North America, most of which provide depth without careful attention to specialized knowledge in a sub-specialty.
   The TESL/Applied Linguistics (MA) and ALT (PhD) degree programs have been developing an increased focus on corpus linguistics and the computational analysis of English, including the development of a new course in computer programming for linguistic analysis (ENGL 516X, Methods of Formal Linguistic Analysis). In addition, the program

has been attracting students with particular interests and existing skills in corpus/computational linguistics, building on the connections of the MA program with the PhD in Applied Linguistics and Technology. We propose this new specialization in order for students in the MA TESL/Applied Linguistics program to form a program of study that enables them to capitalize on one of the emerging strengths of our TESL/Applied Linguistics and ALT faculty and course offerings. Having a new specialization in this area builds upon strengths and resources within the existing program, and enables students to have an official specialization in a current and increasingly in-demand area of TESL/Applied Linguistics. Likewise, such a specialization is of benefit to the program as it draws in highly talented and focused graduate students who want to pursue an MA degree with this specialized interest. Having such a specialized course of study is an important factor that differentiates ISU's MA program graduates from graduates of more general programs in TESL/Applied Linguistics. This helps our MA graduates distinguish themselves from other programs that focus on breadth of studies rather than depth of expertise in a particular area.

9.   Requirements for the area of specialization (how are the requirements different for this area of specialization compared to other areas of specialization or to the major without an area of specialization). (For new specialization only.)
Nine credits are required for the specialization of 30 total credits (18 credits from common core of required classes for all MA students; 3 credits for thesis/creative component). Instead of taking three courses for another specialization for nine credits, the student would take three other courses for nine credits from any course with a significant component relevant to either corpus-based analyses of language or the computational analysis of language (see attached Appendix describing each specialization). Relevant courses inside the English department include

- **ENGL/LING 516X (3 cr): Methods of Formal Linguistic Analysis**
- **ENGL/LING 520 (3 cr): Computational Analysis of English**
- **ENGL/LING 527 (3 cr): Discourse Analysis (which includes a heavy corpus-based component)**

Other courses may be included for this specialization, but they must be approved by the student's POS committee as particularly relevant to the students' MA thesis research.

(See the attached table that delineates the various Areas of Specializations in TESL/Applied Linguistics.)

10.   Estimate the number of students who will graduate with this major and degree each year and the number who will graduate with this area of specialization. (For new specialization only.)
10-15 students graduate with the TESL/Applied Linguistics MA degree per year; we estimate 2-3 will choose this specialization. Although this may seem a relatively small number, this specialization requires no new resources, and with the added promotional aspects of having this area of specialization, we anticipate the number of students with this specialization to increase over time, especially as this specialization's connections to the PhD in Applied Linguistics and Technology become apparent.

11   What resources (faculty, courses, research facilities, library facilities, etc) are available to support the area of specialization? (For new specialization only.)
These courses are offered entirely within the TESL/Applied Linguistics and Applied Linguistics and Technology programs.

In addition, in Fall 2014 the faculty for this program have purchased access to a 450-million word dataset of naturally-occurring language (COCA, the Corpus of Contemporary

American English), which will benefit the training of students specializing in corpus and computational linguistics.

12.   What future financial support will be needed? (For new specialization only.)
      None, faculty competent to teach these classes are already in place.

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                         New Specialization: **Corpus and Computational Linguistics**

4. Name of Contact Person: _____John M. Levis__ e-mail address: jlevis@iastate.edu

5. Primary College: _____LAS_____ Secondary College: _____

6. Involved Department(s): _____English_____

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Faculty Senate Curriculum Committee				N/A
Faculty Senate Academic Affairs Council				N/A
Faculty Senate				N/A
Provost/President				
Board of Regents				N/A

[FSCC – November 2013]