Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

College of Education

Teaching English to Speakers of Other Languages

TESOL

2026-2027 Handbook

Austin Peay State University
Welcome Students

Welcome to Austin Peay State University. Austin Peay combines the academic opportunities of a comprehensive university with the supportive environment of a smaller campus. Students can choose from a wide range of associate, bachelor's, master's, and doctoral programs that prepare them for academic success, career opportunities, and lifelong learning.

Learning at Austin Peay extends beyond the classroom through research opportunities, student organizations, leadership experiences, and community engagement. Located in Clarksville, one of Tennessee's fastest-growing cities, the University offers opportunities to connect with the local community while pursuing academic and professional goals.

Faculty and staff are committed to supporting student success and helping students make the most of their Austin Peay experience. We are pleased to welcome you to the Austin Peay community and wish you success in your academic journey.

Austin Peay State University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. The university welcomes and inspires a community of learners to make a positive impact regionally and globally.

Austin Peay State University Vision

We will be the region's university of choice for those seeking to improve their lives. We will achieve this vision through student-centered teaching, unique developmental opportunities, and our focus on innovative research and public service.

Austin Peay State University: Strategic Plan
APSU Strategic Plan

University Student Policies

Student Handbook
This handbook contains policies, procedures, and student resources.
Student Handbook

Conduct & Behavioral Standards
Student Code of Conduct and University Policies
Student Handbook Overview
Disciplinary Offenses
Academic and Classroom Misconduct
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Procedures and Conflict of Interest

Campus Life & Operational Policies

Student Life and Housing
Other Non-Academic Grievances

University Student Resources

Student Life
Academic Services

Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

Master of Arts in Teaching:

Teaching English to Speakers of Other Languages

2026-2027 Program Handbook

The Eriksson College of Education at Austin Peay State University provides academic programs that prepare candidates to teach PreK through high school as well as advanced graduate degree programs. The Department of Educational Specialties, housed in the Eriksson College of Education, offers a variety of degree programs, primarily at the graduate level. As you pursue a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) or Graduate TESOL Certificate, you will learn alongside peers who share your commitment to serving multilingual learners and study with faculty who bring extensive teaching, research, and professional experience in TESOL and English Language Learning (ELL).

Austin Peay State University Accreditation

Austin Peay State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist, and doctorate degrees. Questions about the accreditation of Austin Peay State University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Eriksson College of Education Accreditation

The Eriksson College of Education at Austin Peay State University has been accredited by the National Council for Accreditation of Teacher Education (NCATE) for over sixty years. Our last accreditation was in 2021; the next accreditation visit, now conducted by the Council for the Accreditation of Educator Preparation (CAEP), will take place in 2028.

Mission Statement

University Mission

Austin Peay State University is a mission-driven, community-minded institution that provides transformational experiences through innovative, creative, and scholarly activities. We welcome and inspire an inclusive community of learners to make a positive impact regionally and globally.

Department Mission

The mission of the Department of Educational Specialties is to prepare and support educational professionals in their development as effective practitioners.

Program Mission

The mission of the TESOL master's program is to prepare educators to effectively teach English to speakers of other languages by integrating linguistic theory, pedagogy and practical experience. It emphasizes cultural competence, language acquisition research, and strategies to support learners in diverse settings, and aims to empower educators to meet the needs of multilingual learners.

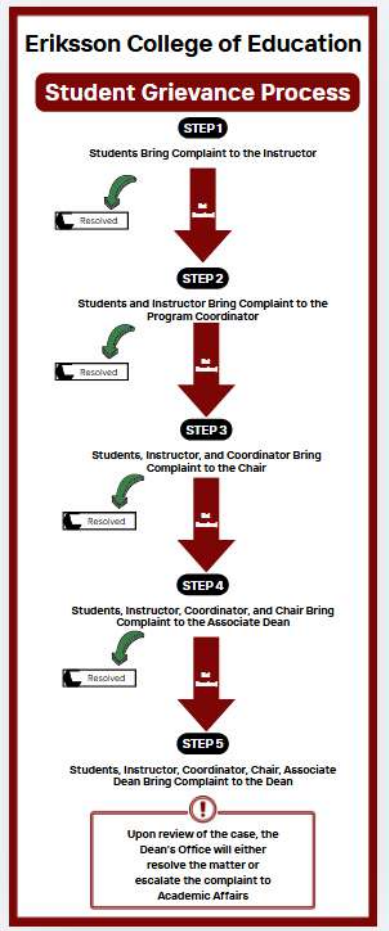
Policies

Student Rights

Anyone enrolling at Austin Peay State University is entitled to all rights granted to him/her by the Constitution of the United States and is entitled to the full protection of the law. Apart from those rights and duties enjoyed by nonstudents, enrollment in the University carries with it special privileges and imposes special responsibilities. The University has established regulations and certain due process procedures essential to an atmosphere of mutual respect which is sensitive to the rights of all individuals.
A list of student rights can be found at:
www.apsu.edu/handbook/student-code/student-rights.php
If you have questions, please contact the Office of Student Affairs at 931-221-7341.

Student Grievance Process

https://canva.link/491elcahvr56kc1



Student Dispositions

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
Active Engagement • *Maintains purposeful and intensive involvement in the learning* • *Invests time, effort, and focus to create and sustain intellectual and emotional connections with both peers and professors* • *Pursues appropriate and effective communication with the professor* **CAEP Alignment:** RA 1.1 – Leading and/or participating in collaborative activities with peers, colleagues, and faculty.	The graduate student shows ongoing and deep commitment to the learning. They work to establish and substantiate scholarly connections to peers and to the professor. In discussions, they consistently and meaningfully contribute. They actively participate in meetings as needed with the professor and purposively meet assignment deadlines.	The graduate student demonstrates adequate participation in discussions with occasional insightful contributions that establish academic connections with peers and the professor. They stay involved in the learning, accessing course materials with reasonable consistency. They engage in meetings with the professor as needed, show acceptable interest in academic support, and manage to meet assignment deadlines on most occasions.	The graduate student lacks earnest participation in discussions and in the learning in general. They inconsistently access course materials, frequently miss assignment deadlines, and maintain minimal or no communication with the professor. The graduate student's academic connections with peers and the professor are wanting.	
Cultural Competence • *Demonstrates cultural respect, understanding, and equitable treatment for all individuals* • *Responds respectfully to diverse opinions and lifestyles* • *Supports and institutionalizes cultural knowledge*	The graduate student has a thorough understanding of and demonstrates considerations for cultural and equitable norms in their course assignments and scholarly discourse. The graduate student demonstrates genuine respect for the opinions and lifestyles of all	The graduate student's assignments and contributions to discussions in class represent a general understanding of cultural constructions, barriers, and needs. The graduate student requires prompts to go deeper in their consideration of those	The graduate student needs prompts and supports to identify cultural constructions, barriers, and needs in their course assignments and in class discussions. Cultural or equitable considerations are missing in their proposed solutions or assignments. Respect for diverse opinions and lifestyles is neither	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
• *Assesses and adapts norms, policies, and values as they pertain to equity* **CAEP Alignment:** RA 1.1 – Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive environments.	and seeks and is receptive to the interests and opinions of all stakeholders. The graduate student proposes solutions and suggestions that engage stakeholders and remove barriers at the university and in field-related institutions outside of the university.	stakeholders that may be impacted by their proposed instructional or leadership practices. A professional respect for diverse opinions and lifestyles is present. The graduate student's represented understanding of equity is developing.	consistent nor professional.	
Ethical Agency • *Functions in line with accepted notions of right and wrong, professional standards, and societal laws* • *Exemplifies honesty and integrity* • *Complies with university and field-situated policies* • *Progresses through the program understanding that faculty are adopting a presumption of confidence* **CAEP Alignment:** RA 1.1 – Application of professional dispositions, laws and policies, codes of ethics, and professional standards.	The graduate student demonstrates a dedication to doing the right thing no matter the circumstance. They have a focus on honesty and follow university, district, and school-level policies in all their work. The graduate student understands that their academic journey is situated in the professor's belief and trust in the graduate student's competency and abilities; the graduate student acts accordingly.	The graduate student's demeanor presents as though they are operating within established constructs of right and wrong, professional standards, and societal laws. The graduate student seems to be honest and functioning within university and field-situated policies. The graduate student's understanding of the faculty's presumption of confidence in them is present but lacks deep effect on their progression through the program of study.	The graduate student's understanding of and adherence to professional standards are, at times, absent. The graduate student is negligent in maintaining the line between right and wrong, not always demonstrating honesty and integrity in their work or interactions with others. University and field-situated policies are often disregarded. The faculty's presumption of confidence in the graduate student is breached by the graduate student.	
Reflective Practice • *Accepts responsibility for decisions and actions*	The graduate student demonstrates self-awareness by examining the influence of their beliefs, biases,	The graduate student describes their beliefs, biases, decisions, and actions but inconsistently recognizes how	The graduate student may recall and summarize without reflection and self-awareness. Additionally, they may blame others for	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
• *Engages in critical self-reflection* • *Integrates feedback* • *Makes both data-informed and evidence-based decisions* • *Bridges theoretical and practical knowledge* **CAEP Alignment:** RA 1.1 – Applications of data literacy and use of research and evidence to inform decision-making.	decisions, and actions on both successes and failures. They comprehensively assess practice, articulating the connection between theoretical and practical knowledge. Their response to feedback is positive, seeking and incorporating feedback from diverse sources. Their decisions are informed by examining multiple sources of data and evidence and applying insights to improve student outcomes through improved practice.	their beliefs, biases, decisions, and actions influence both successes and failures. They identify relevant theoretical knowledge but do not clearly connect to practice. Their response to feedback is mostly positive, but they apply the feedback inconsistently, either responding only to selected feedback or not applying feedback to new contexts. Their decisions are informed by examining limited data and evidence, but changes do not lead to significant improvements in outcomes.	negative outcomes or respond negatively or not at all to feedback. Any decisions are made intuitively or emotionally instead of based on data or evidence. They may convey some practical knowledge, but they do not make connections to theoretical knowledge. They do not demonstrate growth or positive changes in practice.	
Scholarly Communication • *Utilizes professional tonality in all communication* • *Employs the academic language and professional discourses of the discipline* • *Displays enhanced verbal communication skills, including effective speaking and active listening* • *Models person-first language* • *Adjusts language and register for all*	The graduate student's communication skills are highly developed, consistently professional in tone, and include the ability to speak and listen well. The graduate student incorporates the academic language and professional discourses of the discipline in their written work and in discussions in class. The graduate student always uses	The graduate student's communications are mostly professional in tone. The graduate student is proficient in their use of professional discourse and discipline-specific academic language. The graduate student's speaking and listening skills are adequate, and person-first language is used in most cases. The graduate student shows the ability to adjust their	The graduate student's communications are unprofessional. The graduate student's language does not display the knowledge and beliefs that are acquired through scholarly work in their discipline. Verbal communication skills are weak, and the graduate student appears to have a single language and register for all situations. The graduate student must be reminded often to use person-first language in their	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
stakeholders as appropriate **CAEP Alignment:** RA 1.1 – Application of professional dispositions and standards; collaborative engagement with stakeholders.	person-first language. They demonstrate the ability to tactfully adjust their language and register to match and honor the needs of all stakeholders.	language and register, although the adjustments are not always made smoothly.	spoken and written work.	
Scholarly Initiative • *Demonstrates a proactive pursuit of and persistence toward serious study* • *Exhibits enthusiasm for learning* • *Presents as a responsible intellectual self-starter, acting and taking charge without prompting while allowing others to lead when their leading may be more effective* • *Asks questions out of a curiosity for venturing off the prescribed path toward knowledge as long as the new path aligns with the goals of the graduate program* • *Requests feedback that identifies academic weaknesses* **CAEP Alignment:** RA 1.1 – Application of professional dispositions appropriate to the field of specialization.	The graduate student presents as regarding all course work as valuable; they reflect, discuss, and write with a fervor for expanding knowledge. The graduate student seeks academic feedback and incorporates the feedback into future work. They go above and beyond required tasks, reaching for as much learning as possible. The graduate student's questions are inquisitive and demonstrate the student's pondering stance toward academic development.	The graduate student's focus toward scholarly development ebbs and flows. They show enthusiasm and take initiative at times, only to sometimes falter and compel others to finish the task. They appear to welcome and value feedback, but their application of feedback that addresses academic areas for growth is at times inadequate.	The graduate student shows signs of quiet quitting, putting in the minimum amount of academic effort required to complete the program while not appearing to value feedback and guidance toward personal scholarly growth. They ask for outside guidance and for others to take charge of the learning and only respond enough to prompting and guidance to pass courses and receive the degree.	

Criterion	Target (3)	Approaching (2)	Unacceptable (1)	Not Applicable / No Basis for Judgment
Scholarly Responsibility • *Demonstrates sincere openness and responsiveness to the ideas of others* • *Supports positive and appropriate interaction, even in times of struggle* • *Addresses and adjusts to graduate-level administration issues (scheduling, deadlines, bursar requirements, and more)* • *Values communication that leads to learning and seeks to resolve conflicts that interfere with said communication* **CAEP Alignment:** RA 1.1 – Leading and/or participating in collaborative activities with peers, colleagues, administrators, and community partners; application of professional dispositions and standards.	The graduate student demonstrates a focus on learning and a sincere desire for understanding in their communication with graduate faculty and other students. They take an active role in determining the direction of their own studies and strive to recognize and acknowledge the scholarly contributions of others. Their efforts and attention concerning administrative issues or conflicts are appropriately directed, allowing the graduate student to expeditiously return to the desired focus on learning.	The graduate student's focus is on learning but can be drawn away from time to time by problems that may arise along the graduate pathway. The graduate student's communication is appropriate but not always directed toward learning and knowledge. The graduate student responds to administrative issues but depends on others for support.	The graduate student's interaction with others does not indicate a willingness to seek to understand before, or even along with, seeking to be understood. In times of difficulty, they focus on and blame others rather than focusing on the issue that is interfering with their learning. The graduate student shows an ongoing inability to direct their efforts toward learning as the goal, instead allowing their attention to linger on obstacles and delays, regardless of how efficiently those are addressed by graduate faculty and staff.	

Course Syllabus Policy

Students should refer to the syllabus for each individual course for specific information regarding course requirements, assignments, grading policies, attendance expectations, required materials, deadlines, and instructor-specific procedures. While this handbook provides an overview of program requirements and expectations, the course syllabus serves as the official guide for all course-specific information. In the event of any discrepancy, the course syllabus shall take precedence for matters related to that course.

Artificial Intelligence (AI) Use Policy

Austin Peay State University recognizes the growing role of Artificial Intelligence (AI) tools in education and professional practice. Students are expected to use AI responsibly, ethically, and in accordance with university policies, instructor expectations, and academic integrity standards. The use of AI for coursework may vary by program, course, and instructor; therefore, students must review course syllabi carefully for specific guidance regarding permitted or prohibited AI use. To better understand APSU's expectations, policies, and best practices related to AI, students are required to review the official university guidance by accessing the link provided below.

Please review the APSU AI Guidance and Expectations here:
https://apsu.navexone.com/content/dotNet/documents/?docid=376&app=pt&source=browse&public=true

University Policies

APSU policies enhance the University's mission, promote operational efficiencies, reduce institutional risk, and provide an understanding of the University's expectations for operation.
Access the numerical or alphabetical policy index:
https://www.apsu.edu/policy/
Policies addressing the APSU Code of Conduct for students:
https://www.apsu.edu/handbook/student-code/

Graduate Bulletin

Material presented in the graduate bulletin is for informational purposes only and should not be construed as the basis of a contract between a student and Austin Peay State University.
Bulletins may be accessed at:
https://www.apsu.edu/registrar/bulletins.php

Student Handbook

You may access a digital or hard copy of the student handbook by visiting:
https://www.apsu.edu/handbook/
The policies, procedures, and programs of APSU are continually reviewed. Every effort is expended to ensure the handbook represents accurate information at the time of publication, but it cannot be guaranteed that information contained herein will not change. The handbook does not constitute a contract between the University and the student. APSU may cancel or revoke any part of this handbook without notice. The University reserves the right to make changes as required or as needed to dates, programs, events, policies and regulations, and rules, as well as determine the effective date for such changes.
Failure to read the handbook does not exempt students from following regulations, requirements, procedures, and policies described herein.

Nondiscrimination Policy

"APSU shall not engage in practices which would discriminate against any individual or group because of race, color, religion, ethnic or national origin, sex, sexual orientation, gender identity/expression, disability, age (as applicable), status as a covered veteran, or genetic information.
The University specifically finds that diversity of students, faculty, administrators, and staff is a crucial element of the educational process and reaffirms its commitment to enhancing education through affirmative action to increase diversity at all levels."
APSU Policy 6:003 Equal Opportunity, Affirmative Action and Nondiscrimination – March 25, 2017

Support Resources

Academic Support

• Peer Tutoring: Free group support for undergraduate courses for APSU students. Tutoring is available for most core courses and some upper-division courses.
Peer Tutoring
• Writing Center: Free individual assistance with any paper, for any class, in any writing style, for APSU students.
https://www.apsu.edu/writingcenter/
• Workshops: GMAT Prep., GRE Prep., TEAS Prep., PRAXIS Core Prep., and more are available.
https://www.apsu.edu/grad-studies/future-students/entrance-exams.php
• The Office of Disability Services (ODS) provides services for students with physical, mental, or learning disabilities.
https://www.apsu.edu/disability/

Accreditation

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Southern Association of Colleges and Schools Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4500
www.sacscoc.org

Eriksson College of Education Accreditation

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Reporting Information

Within programs, the faculty and related offices such as the Office of Assessment regularly and systematically collect data for program specific assessments.
The members of the Office work together to assure:

- aggregation
- disaggregation
- analysis
- distribution of data

for use in developing program improvements.
The Office of Assessment is supported in their work by graduate assistants.
Summarized data are available to faculty and program coordinators through a data repository.
Data are also shared:

- at department meetings
- within the Office of Clinical Teaching
- in clinical supervisors' meetings
- in candidate focus groups

The EPP uses multiple assessments and evaluation instruments to manage and improve operations.
Data sources include:

- key assessments
- licensure tests
- report cards
- course evaluations
- faculty evaluations
- alumni surveys
- employer surveys

The Dean's Council, Teacher Education Council, Office of Clinical Teaching, Office of Assessment, and program faculty review data regularly for continuous improvement.

Austin Peay State University
CLARKSVILLE TENNESSEE

Eriksson

Master of Arts in Teaching:

Teaching English to Speakers of Other Languages

Program Handbook Section

PROGRAM REQUIREMENTS & CURRICULUM

Program Description

The Teaching English to Speakers of Other Languages (TESOL) Program offers two graduate options—a Master of Arts in TESOL and a Graduate TESOL Certificate—to equip educators with the advanced knowledge, skills, and practical experience necessary to teach English to non-native speakers in a variety of educational settings. This program is ideal for individuals who are seeking to specialize in language education, second language acquisition, and multicultural teaching, whether they plan to teach domestically in diverse communities or internationally.

Through a combination of theoretical coursework, practical teaching experience, and research engagement, graduates will be equipped to work effectively with diverse groups of English learners. The program's comprehensive approach ensures that candidates not only become skilled language instructors but also leaders in the field of TESOL, capable of adapting to the evolving demands of global language education.

Matriculation

Students seeking admission to the Master of Arts in Teaching English to Speakers of Other Languages (TESOL) or the Graduate TESOL Certificate must first be admitted to the Austin Peay State University College of Graduate Studies.

Admission Requirements

Applicants must meet the following minimum requirements:

- Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate GPA of **2.75**.
- International applicants must demonstrate English proficiency with a minimum **TOEFL iBT score of 71** or **IELTS (Academic) score of 6.0**.

Academic Standing

Students must maintain a minimum cumulative **3.0 graduate GPA** to remain in good academic standing and to graduate from the program.

Program Opportunities

The TESOL Program offers several opportunities to support students' academic and professional development.

Graduate Students

- Eligible to apply for selected Graduate Teaching Assistant (GTA) positions in the English Language Institute (ELI).
- Selected GTA appointments may include full or partial tuition support, subject to availability.

- Gain valuable supervised teaching experience while completing the degree.

Austin Peay Undergraduate Students

- Students with at least **70 earned credit hours** and a **3.0 GPA** may begin taking TESOL graduate courses through the Accelerated Master's Pathway (https://www.apsu.edu/grad-studies/amp.php).
- Students with **96 or more earned credit hours** and a **3.25 GPA** may qualify for the Accelerated Master's Pathway Scholarship, which covers tuition for **two graduate courses**, subject to university policies.
- Graduate credits earned through the pathway may be applied toward the TESOL master's degree.

Graduate Admission Process

1. Complete an online Graduate Application at: https://apsu.edu/grad-studies/apply-admission.php

and pay the non-refundable $45.00 application fee. Once you start the application process, you will need to create a personal pin number. Write this number down so you can use it later in case you are in the middle of the process and need to save the application to complete later. Be sure to list the correct degree program:

- **Master's Degree: Major:** Master of Arts; **Concentration:** TESOL
- **Graduate Certificate: Major:** TESOL

2. Official transcripts from all undergraduate universities are also required. These have to be sent directly from the university to the Office of Graduate Admissions to be valid.

The transcript form can also be found here:
Transcript Request
Transcripts are to be sent to the following address only:
Graduate Admissions
Austin Peay State University
P.O. Box 4458
Clarksville, Tennessee 37044

3. Provide proof of immunizations. More information may be found here: https://www.apsu.edu/health-and-counseling/boyd-health-services/Immunizations.php

Note: If you are unable to provide proof of immunizations, please email Dr. Wang at wangl@apsu.edu.

4. Once a decision has been made concerning your admittance into the program, you will be notified. If you have any questions, email Dr. Wang at wangl@apsu.edu.

Non-Coursework Requirements

A basic subscription to Watermark is required. Watermark is an e-portfolio that the Eriksson College of Education uses to monitor and track our students' progress.
Visit this website to purchase your subscription:
https://www.watermarkinsights.com/

When you sign up, you will enter your A number (including the letter A) so your APSU courses will sync with your Watermark account.

Changes to Program

Changes to programs are sometimes necessary. Minor changes such as curricular updates will be made on an as-needed basis. If a substantive change to the program is needed, the program lead must file necessary paperwork using the university's Curriculog software, and various levels must sign off on the substantive change.

Change of Major/Concentration

It is not uncommon for students to consider changing their major at some point during their academic careers. Course Choice Counts allow for change of major; however, timing is critical to avoid a negative impact on your financial aid.
Visit this website to learn more:
https://www.apsu.edu/cpos/changeofmajor.php

Advising

After declaring a TESOL as your major for your certificate or a concentration for your MAT major, you will be assigned an advisor who is knowledgeable about the program. You will meet virtually with your advisor prior to the beginning of each semester in order to determine your progress and the courses to take in order to complete the program.
Near the end of each semester you will be entitled to priority advising and can enroll in classes on the first day of registration. Your advisor will be available to assist you throughout your program.

Milestone Assessment

Students do not have milestone assessments in this program.

TESOL PERFORMANCE STANDARDS (2018)

STANDARD 1: KNOWLEDGE ABOUT LANGUAGE

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English Language Learners (ELLs) acquire academic language and literacies specific to various content areas.

STANDARD 2: ELLS IN THE SOCIOCULTURAL CONTEXT

Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of ELLs as supported by research and theories.

Candidates investigate the academic and personal characteristics of each ELL, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their ELLs.
Candidates recognize how educator identity, role, culture, and biases impact the interpretation of ELLs' strengths and needs.

STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches.
Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction.
Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas.
Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

STANDARD 4: ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments.
Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning.
Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

STANDARD 5: PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

COURSE DESCRIPTIONS

TESOL MAT (10 Courses)

EDUC 6620: Teaching Grammar to English Language Learners

Modern English Grammar will familiarize students with the basic structure of English, particularly those areas that cause most difficulty for non-native speakers.
The course has several goals:

- to become familiar with grammatical terminology
- practice identifying and labeling sentence structures
- develop an understanding of how English syntax works to convey meaning

- become familiar with various techniques of teaching grammar to those whose first language is not English

A ten-hour field experience is required.

EDUC 5000: Research in Education

This course will explore the study and practice of the techniques used in educational research; isolation of research problems, development of skill in reading, and interpreting and applying research with extensive reading related to the student's interests will be involved.
This course should be taken at the beginning of the student's program.

EDUC 5540: Instructional and Technology Strategies

Competency in computer applications in the instructional process, including the use of instructional software, media integration, and use of computers in classroom management.

EDUC 6630: Reading and Writing Methods for ELL

This course is designed to build background knowledge regarding oral, reading, and writing development in English for K-12 English language learners.
The course covers:

- language acquisition theories
- literacy development in the first and second language
- classroom organization
- teaching strategies
- instructional methods in reading and content areas
- assessment procedures for effective English language instruction

The course is specifically designed to assist practicing classroom teachers in meeting the needs of English language learners and newly arriving immigrant students with varying levels of English language proficiency and varying levels of educational experiences.

EDUC 6450: Culture, Communication, and Community in the ELL Classroom

This course addresses the cultural issues that English Language Learners (ELL) and their teachers are likely to encounter in classrooms which affect foreign language acquisition and curricular learning.
The course focuses on:

- acquiring pedagogical knowledge
- instructional techniques
- cultural awareness
- teaching materials development
- facilitating English language acquisition

Course participants will research and critically reflect upon aspects of culture that impact learning processes and related pedagogical theories.

EDUC 6650: Assessment of ELL Students

This online graduate course provides an introduction to standardized assessments and classroom-based assessments for ELL students based on TESOL standards for Teacher Education Programs.
Topics include:

- purposes of assessment
- authentic assessments
- classroom-based assessment
- assessment adaptations
- language proficiency assessments
- assessment in content areas

LING 506H: Theory in Second Language Acquisition

This course is an introduction to the field of Second Language Acquisition (SLA).
Students will:

- examine SLA theories
- compare first and second language acquisition
- study theories used by applied linguists to promote acquisition

RDG 5363: Teaching English Language Arts and Literature

This course presents an overview of Language Arts and Literature in the classroom and provides:

- research
- best practices
- balanced literacy instruction
- materials for ELL-focused classrooms

EDUC 6660: Teaching English as a Second/Foreign Language

This course provides an in-depth exploration of the theory and practice of teaching English to non-native speakers.
Students examine:

- second language acquisition
- curriculum design
- lesson planning
- instructional strategies
- listening, speaking, reading, writing, and grammar development
- cultural considerations in ESL/EFL classrooms

EDUC 5150: Reflective Practitioner

This capstone seminar course provides students interested in teaching English as a second/foreign language the opportunity to articulate and explore reflective teaching practices.
Students apply:

- reflective thinking
- analytical thinking

- critical thinking

to their teaching experiences.

Graduate TESOL Certificate (4 Courses)

EDUC 6650: Assessment of ELL Students

This online graduate course provides an introduction to standardized assessments and classroom-based assessments for ELL students based on TESOL standards for Teacher Education Programs.

Topics include:

- purposes of assessment
- authentic assessments
- classroom-based assessment
- assessment adaptations
- language proficiency assessments
- assessment in content areas

RDG 5363: Teaching English Language Arts and Literature

This course presents an overview of Language Arts and Literature in the classroom and provides:

- research
- best practices
- balanced literacy instruction
- materials for ELL-focused classrooms

EDUC 6660: Teaching English as a Second/Foreign Language

This course provides an in-depth exploration of the theory and practice of teaching English to non-native speakers.

Students examine:

- second language acquisition
- curriculum design
- lesson planning
- instructional strategies
- listening, speaking, reading, writing, and grammar development
- cultural considerations in ESL/EFL classrooms

EDUC 5150: Reflective Practitioner

This capstone seminar course provides students interested in teaching English as a second/foreign language the opportunity to articulate and explore reflective teaching practices.

Students apply:

- reflective thinking
- analytical thinking
- critical thinking

to their teaching experiences.

Key Contacts

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Student Handbook Acknowledgement

I acknowledge that I have received, reviewed, and understand the information contained in this program handbook. I understand that this handbook outlines important policies, procedures, expectations, and program requirements. I recognize that it is my responsibility to remain informed of program and university updates and to review all course syllabi for specific course requirements, assignments, and expectations. After reviewing this handbook, please complete the Student Handbook Acknowledgement form using the link provided below. My submission confirms my understanding and agreement to adhere to the policies and expectations outlined herein.

Please follow the link provided: APSU College of Education: Handbook Acknowledgement – Collaboration