Teaching English as a Second Language (MA)

1. The School of Education is proposing that the GRE be eliminated as an admissions requirement for our MA TESL program, with applicants being permitted the option of submitting GRE scores if they feel it will strengthen their application.  This exam has not proven to be a reliable predictor of either academic success or degree completion in the MA TESL program. Research further indicates that GRE may be an especially poor measure of graduate-school potential for international students and underrepresented minorities; scores consistently correlate with socioeconomic status, race, and gender (Clayton, 2016).  We have evidence that this requirement has discouraged foreign students and non-native speakers of English from applying to our program. Often some of our top performing students in the program have scored poorly on the GRE.  A student's transcripts, personal essay, writing sample, letters of recommendation, and, for international applicants, their IBT/IELTS scores provide ample evidence to guide our graduate committee on admissions decisions.

2. LING 699 has been offered for many years as part of a summer Institute for current teachers to learn about second language acquisition and at other times as part of the Additional Certificate in ESL (ACE) program. The student learning outcomes (SLO's) entirely align with that of LING 676, and the syllabi for both courses make clear their equivalency.   Currently, individuals taking the course for credit must apply through CEHD and through the Graduate College to have the course approved as satisfying te requirements of LING 676.  This request is to formalize the equivalency of LING 699 and LING 676 so that LING699 might be approved as an option for LING 676 Second Language Acquisition and Bilingualism.