

Student Handbook

TESOL PROGRAM

**Seattle University
College of Education**

Revised Summer 2013

Foreword

Congratulations on your admission to the program in Teaching English to Speakers of Other Languages at Seattle University! We have prepared this handbook to answer many of your questions about the TESOL program.

These pages provide essential information regarding program requirements and procedures, as well as more general information about Seattle University. Keep it available for guidance and quick reference as you proceed through the program. This handbook supplements Seattle University's [Graduate Catalog](#). The *Graduate Catalog* serves as the official procedures manual regarding your participation at Seattle University.

Welcome to Seattle University! I know you will find your graduate studies challenging and exciting.

Jian Yang, Ph.D.
Associate Professor and Director
TESOL
206.296.2682
fax: 206.296.5577
yangj@seattleu.edu

Seattle University Student Handbook location:

The new 2013-2014 Seattle University Student Handbook is located on the "Policies" page of the SU dean of students web site which can be reached at the following URL (and accessed by clicking on the "Student Handbook" hotline in the left hand navigation bar):

<http://www.seattleu.edu/deanofstudents/policies/>

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Section 1

TESOL Program General Information

STUDENTS

Current program enrollment is approximately 70 graduate students. Most students study for either the Master of Arts in Education (MAEd) or Master of Education (MEd) degree, and approximately 5% of these students are in the Post-Master's Certificate program (PMC). Most students attend part-time; about 66% take two courses each quarter and about 15% take only one. With careful planning, a full-time student can complete the Master's degree programs in 5 or 6 quarters.

Approximately 15% of program students are international students. Students from Romania, China, Guam, Hungary, India, Indonesia, Korea, Japan, Saudi Arabia, Taiwan, Thailand, Uganda, and Vietnam have participated. An additional 15% are usually from American ethnic minorities (African-American, Chinese-American, Filipino-American, Hispanic-American, Korean-American). About 15% of the current TESOL students are male.

About 20% of the current students have no prior teaching experience in ESL; over 40% have taught for two years or more. TESOL students have an extremely varied educational background. However, most of the current students majored in arts & sciences as undergraduates (33% majored in languages, including English; 26% majored in social sciences; only 5% majored in science). Approximately 7% majored in education.

Most of the TESOL students are planning to teach ESL/EFL both abroad and in the U.S. (66%). Only 33% are planning to teach exclusively in the U.S. Students are evenly split in wanting to teach refugees/immigrants vs. international students, with many students planning to teach both populations sometime in the future.

BRIEF HISTORY

Spring 1985 -- Seattle University began offering teacher preparation courses in TESOL.

Fall 1988 -- A daytime Intensive program was added, and served graduate students in Curriculum and Instruction at Seattle University.

Fall 1989 -- A new degree program in Adult Education was established at Seattle University, offering a specialization in TESOL, Adult Basic Education, and Human Resources Training and Development.

Fall 1995 -- Based on the interests of many students in the Adult Education program, a new Master's degree in TESOL was developed. The program serves students who wish to earn a degree focused on TESOL as well as providing electives for students in other programs including Adult Education, Master in Teaching (M.I.T.) and Curriculum and Instruction.

VISION

Graduates of the TESOL program at Seattle University are skilled and knowledgeable professionals, prepared to step into a wide variety of ESOL settings and deliver high quality ESOL instruction. They demonstrate a commitment to leadership, service, and social justice and they have a sense of personal efficacy and fulfillment in teaching.

MISSION

To prepare ethical and reflective ESOL professionals for service in diverse communities.

GUIDING BELIEFS AND ASSUMPTIONS

The TESOL program has several fundamental beliefs about effective language teachers, the optimal learning environment, and the nature and demands of teaching ESOL:

1. Effective ESOL teachers have both a sense of personal identity and an understanding of the process of identity formation that informs their work and governs their professional ethics.
2. Effective ESOL teachers are knowledgeable about the theoretical models and theories of language acquisition and language use, and have their own evolving philosophy of language education.
3. Effective ESOL teachers develop coping skills to manage the stresses of a demanding professional life, including developing a support system to nourish and help sustain themselves professionally and personally.
4. Effective ESOL teachers need a thorough grounding in fundamental skills of language teaching and instructional design which transcend any specific theoretical orientation.
5. The ESOL teachers facilitate second language development by providing a rich, authentic linguistic environment, authentic and caring interpersonal relationships with students, and a variety of opportunities for students to communicate authentic meanings in the second language.
6. The ESOL teachers are advocates for learners, and agents and resources for promoting positive change in their professional settings.
7. The above attributes are best nurtured in a humanistic learning community which expresses a creative blend of challenge and support, and one which honors both the art and science of teaching.
8. Quality ESOL teacher preparation is provided by faculty members who model the critical, ethical, and reflective qualities they expect in their graduates.

PROGRAM OPTIONS: MAEd, MEd, and PMC

Seattle University offers the following options for students interested in preparation for teaching ESOL:

Options	Total Credits
Master of Arts in Education/TESOL	48
Master of Education/TESOL	48
Post-Master's Certificate in TESOL	24

The MAEd degree requires a total of 48 credits, of which three credits are dedicated to the Graduate Project (see GRADUATE PROJECT, p.25). The MEd degree also requires 48 credits, all of which are earned through completion of courses. The Post-Master's Certificate requires 24 credits of coursework. All three options require completion of a three credit internship in a TESOL setting.

You are encouraged to discuss these options with your advisor. You may prefer one option over another based on learning preferences, interest in completing a Graduate Project, and/or topic interests that may be appropriate for a Graduate Project. A final decision regarding the MAEd vs. MEd is made when the Candidacy Form is filed (see CANDIDACY, p.18).

ALUMNI

Graduates of the TESOL program work overseas in private language institutes or work in the United States in community colleges, non-profit agencies, Intensive English Programs affiliated with universities, and in private language schools and business. Students with K-12 teaching credentials may work in public and private school systems. Graduates may also elect to continue their studies by pursuing a Ph.D. in TESOL, Applied Linguistics, foreign/second language education, or other related fields (see Program Advisor for information on Ph.D. programs in the United States and Canada).

Graduates teach all levels of ESOL, from pre-literate to TOEFL-preparation. Graduates teach a variety of classes: reading, writing, speaking, listening, grammar, and pronunciation, as well as integrated ESOL curricula. Graduates may also seek employment in ESOL program administration, teacher education, international student advising, materials development, tutoring, or foreign language teaching.

INSTITUTIONAL CONTEXT

Seattle University offers 27 graduate programs and a juris doctor degree. The College of Education offers 11 graduate programs and serves approximately 500 students. The Dean of the College is Dr. Deanna Sands. College of Education programs include the Doctor of Education in Educational Leadership, Adult Education, Curriculum and Instruction, Educational Administration, Literacy for Special Needs, School Counseling, School Psychology, Special Education, Student Development, Teacher Education, and Teaching English to Speakers of Other Languages.

Seattle University is one of six institutions of higher education offering a Master's degree in TESOL in the state of Washington. The others are: Gonzaga, Seattle Pacific, Central Washington, Washington State, and the University of Washington. In the US and Canada, there are more than 200 Master's programs in TESOL.

GRADUATE LEARNING OUTCOMES

Seattle University's Mission Statement: Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Upon completing their graduate studies, Seattle University students will:

1. Demonstrate mastery of competencies required in their profession or field.
2. Demonstrate effective communication in speech and in writing.
3. Exhibit professional integrity, ethical leadership, and effective collaboration skills.
4. Recognize and address moral and ethical challenges within their professions as informed by the Jesuit Catholic tradition.
5. Assess personal and professional levels of commitment to service for a just and sustainable world as informed by a global perspective.
6. Develop a professional perspective focused on life-long learning that is informed by the knowledge and skills of their graduate education.

Section 2

TESOL Program Curriculum

COMPETENCIES

The TESOL program aims to prepare teachers of ESOL who will be successful classroom teachers in a wide variety of institutional settings and cultural contexts. We expect our graduates to be effective educational leaders, advocates, and change agents.

Throughout the TESOL program, you will have opportunities to develop and demonstrate the following eight competencies, which have been adapted from the national *Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the United States* (TESOL, March, 1975).

To achieve the objectives of your role as a teacher of English to speakers of other languages, you are expected to:

1. Have **personal qualities**, which contribute to your success as a classroom teacher, insure understanding and respect for your students and their cultural setting, and make you a perceptive and involved member of your community.

ESOL teachers need to be able to work successfully alone and with others. There are many opportunities for you to develop responsibility, collaboration and leadership skills within the TESOL program: in coursework, in extracurricular TESOL activities, through involvement in the state professional organization, and through the internship.

Additional support for personal growth is available from the [Counseling & Psychological Services \(CAPS\)](#) office (206.296.6090).

You demonstrate this competency by successfully participating in a wide range of in-class activities, by successfully completing both collaborative and independent assignments and projects, and by taking responsibility for your own actions, including meeting requirements and deadlines.

2. Demonstrate **proficiency in spoken and written English** at a level commensurate with your role as a language model. Whether you are a native-language or second-language speaker of English, your command of the language should combine qualities of accuracy and fluency; your experience should include a wide acquaintance with writings in English.

ESOL teachers need excellent oral and written communication skills and a thorough understanding of English grammar. We require a IBT TOEFL score of 92 (580 paper-based) for admittance of non-native speakers of English. All TESOL students take TSOL 538 Structure of English.

You can develop communication skills through giving oral presentations, writing in a wide variety of genres throughout your courses and participating in small and large group discussions. M.A. students also have an opportunity to develop their academic writing through TSOL 595 Graduate Project. You will also have the opportunity to develop your skills in using technology to communicate: email, Internet, presentation software, and other applications.

All TESOL students can get support for improving their written English from the [SU Writing Center](#) (206.296.6239).

You demonstrate this competency through class discussions, oral presentations, written assignments, and ongoing interactions with classmates, faculty, staff, and site supervisors.

3. Have had the **experience of learning another language** and acquiring knowledge of its structure; and have a conscious perception of another cultural system. If possible, the language and cultural system should be related to that of the population with which you are to work.

The majority of students in the TESOL program have already learned or acquired one or more languages other than their first language. Most have lived or traveled abroad. Students whose first language is English are strongly encouraged to develop proficiency in another language.

Students have the opportunity of developing skills in a foreign language at SU (at the undergraduate level), at a local community college, or at a private language school.

4. **Understand the nature of language**; the fact of social, regional, and functional language varieties, the structure and development of the English language systems, and the culture of English-speaking people.

ESOL teachers need to be knowledgeable about language in general, and about the English language in particular, in order to design instruction, monitor student progress, and answer students' questions.

You have opportunities to develop this competency in TSOL 534/TSOL 535 Linguistics for Language Teachers I & II, TSOL 538 Structure of English, and TSOL 536 Language in Society. Students who want additional training in linguistics may petition to transfer in graduate courses from other institutions (see your advisor).

You demonstrate this competency by successful completion of these courses, and by passing the Comprehensive Exam.

5. Have **knowledge of the process of language acquisition** as it concerns first and subsequent language learning and as it varies at different age levels; and understand the effects on language learning of socio-cultural variables in the instructional situation.

ESOL teachers need to be knowledgeable about language acquisition processes, be able to synthesize and analyze important concepts and information, and be able to access information resources.

You can develop this competency in TSOL 531 Second Language Acquisition and TSOL 536 Language in Society, as well as EDUC 500 Graduate Studies and Research.

You demonstrate that you have these competencies by successful completion of these courses, and by successfully completing the Comprehensive Examination.

6. Have an **understanding of the principles of language pedagogy** and the demonstrated ability, gained by actual teaching experience, to apply these principles as needed to various classroom situations and instructional materials.

ESOL teachers need to be able to apply what they have learned in a decisive, professional manner to practical teaching situations, and be able to reflect on their own practice.

You have opportunities to develop these skills in TSOL 524 Second Language Listening and Speaking, TSOL 525 Second Language Writing, TSOL 532 Second Language Teaching Methodologies, TSOL 537 English for Academic Purposes, TSOL 539 Second Language Reading and Vocabulary Acquisition, AEDT 510 Course Design, AEDT 563 Instructional Methods, and TSOL 566 TESOL Internship.

You demonstrate this competency through your microteaching assignments, creation of syllabuses, unit plans, and lesson plans, and through the internship.

7. Have an understanding of the principles, and an ability to apply the techniques and interpret the results of **second-language assessment** of student progress and proficiency; and an ability to evaluate the effectiveness of teaching materials, procedures, and curricula.

All students may elect to take TSOL 541 Language Assessment and AEDT 577 Evaluation in Programs for Adult Learners.

8. Have a sophisticated understanding of the **factors which contribute to the life styles** of various peoples, and which determine both their uniqueness and their interrelationships in a pluralistic society.

ESOL teachers need to conduct themselves with sensitivity to, and appreciation for, diverse populations.

Students read and discuss issues of diversity in TSOL 536 Language in Society, and electives such as EDUC 515 Multiculturalism and Diversity. There are also many opportunities for interaction with international students in class activities and projects.

You demonstrate this competency through your ongoing interactions with classmates, faculty, and staff, and by dealing with cultural differences constructively.

Note: Any of these competencies can be a focus of concern as faculty monitor student progress (before Candidacy and before the Internship). If you would like support developing any of these competencies, contact the Writing Center (206.296.6239), the Learning Center (206.296.5740), and/or the Counseling Center (206.296.6090).

CONCEPTUAL FRAMEWORK

<p>The College of Education prepares ethical and reflective professionals for quality service in diverse communities.</p>

The TESOL program seeks to fulfill the mission of the College of Education, by infusing the TESOL curriculum with the following themes:

1. Ethical

The TESOL program aims to help you discover the ethical dimensions in the choices you make as an ESOL teacher and professional. In the required course TSOL 536 Language and Society for example, you will read about and discuss the implications of teaching a global language, or Language of Wider Communication, and explore the notions of World Englishes and language and power.

2. Reflective

Throughout the program, you are asked to reflect on your readings, past experiences (learning and acquiring language, feelings about grammar, etc.), experiences in class (e.g., discussions, guest speakers, micro-teaching, videos, activities), and experiences out-of-class (e.g., special projects, observations, field assignments, and internships). You are encouraged to carry this habit of reflection forward into your professional life.

3. Professional

The TESOL program is practitioner-oriented. You are continually challenged to link theory to practice, and practice to theory. In classes, you will often be required to do microteaching demonstrations, to create actual ESOL materials, unit plans, and syllabuses. The questions on the Comprehensive Exam also require you to make these connections. The graduate project also has a practical application.

4. Service

You are encouraged to become involved in our professional organizations as soon as possible. You will have opportunities to volunteer at TESOL and WAESOL sponsored events. You are also encouraged to volunteer in tutoring or assisting in an ESOL class in the community.

5. Diverse Communities

Students in the TESOL program are preparing to work with diverse communities, either by teaching abroad in another culture, or by working with a variety of ethnic groups within the United States. TESOL students are exposed to the ethnic diversity of this country during their observations and internships, as well as through participating in campus life and the activities of the [International Student Center](#) (206.296.6260).

The TESOL program honors and celebrates diversity in all the TSOL courses. In particular, TSOL 536, Language and Society, includes readings and discussions of cultural, ethnic, gender, social class, sexual orientation, religion, race, age and ability. TESOL students complete their internships in a wide variety of settings, working with international students, immigrants, and/or refugees from a wide variety of cultures.

FOCUS AREAS

In addition to the themes outlined above, the TESOL program at Seattle University focuses on the following key areas adopted by the College of Education in 1998:

A. Collaboration

You will be collaborating with classmates on a range of activities and projects throughout your courses. In addition, faculty invite guest speakers from other SU units as well as from the larger community. You will also be working closely with ESOL professionals in TSOL 566 Internship in TESOL.

B. Globalization

TESOL faculty members have experience teaching EFL abroad, in Korea, China, Russia, Japan, etc. Approximately 15% of the students in the TESOL program are international students; their expertise is sought in class discussions about ESOL teaching around the world. In the required TSOL 531 Second Language Acquisition and TSOL 536 Language in Society, you will be reading about and discussing the notions of 'World Englishes', 'Native Speaker', and 'English as a Language of Wider Communication.'

You will also have the opportunity to increase your global awareness outside class. The program occasionally sponsors special sessions on teaching English in various parts of the world, and you are encouraged to join the international professional association.

C. Technology

The TESOL program uses email for advising and job announcements, queries to students, setting up meetings and appointments, etc.

The faculty models the use of technology in instruction and the program arranges technology training for students, as needed. Through in-class activities and assignments, you will have an opportunity to develop your own skills in the appropriate application of current and emerging technology, e.g., email, email discussion lists, use of Internet, electronic data bases, presentation software, web pages, etc.

D. Social Justice

In alignment with Jesuit values, the TESOL program is committed to justice education. Virtually every TSOL and EPDES class takes as its starting point the needs of the ESOL student, either abroad or in the U.S. Discussion of these needs entails an appreciation of the challenges for

TSOL 534 Linguistics for Language Teachers I

Linguistic analysis Nature of language Components of language	Analyzing learner language: semantics, morphology, phonology, and syntax	Phonetic transcription Phrase structure trees Written analysis of learner speech Take-home assignments
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TSOL 535 Linguistics for Language Teachers II

Continuation of linguistic analysis Language as a system	Analyzing learner language: text, discourse, pragmatics Transcribing discourse	Transcripts Written analysis of speech/writing Oral presentation
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TSOL 536 Language in Society

Language variation Language contact, language and culture, bilingualism World Englishes	Conducting ethnographic research Gathering data Taking a sociolinguistic approach to language teaching	Interview with ESL professionals Review of videos on social/regional dialects Take-home final
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TSOL 538 Structure of English

Review of English grammar Grammar terminology Grammar in ESL	Analyzing grammar errors Explaining grammar points Answering grammar questions Grammar textbook review	In-class exam Paper Take-home assignments
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TSOL 566 Internship in TESOL

Organizational culture	Analyzing organizations Observing ESOL classes Practice teaching Reflecting	Written reports Teaching log Practice teaching Reflection paper
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AEDT 510 Course Design for Adult Learners

Scope and sequence Syllabus development Grading/record-keeping	Making decisions Re: content & organization Developing a syllabus Assessing needs	Syllabus checklist Syllabus development
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AEDT 563 Instructional Methods for Adult Learners

Learning style Teaching methods Lesson plans Class climate Assessment strategies	Developing lesson plans Selecting methods Developing instructional skills	Microteaching Peer feedback Reflection papers
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* Only the TSOL courses above are required of PMC students.

DESCRIPTION OF APPROVED ELECTIVES

KNOWLEDGE**SKILLS****TSOL 524 Second Language Listening and Speaking**

Language processing Speech and writing connections Comprehensibility and intelligibility	Research paper Classroom observation Oral presentation
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KNOWLEDGE**SKILLS****TSOL 525 Second Language Writing**

Process approach L1 writing and L2 writing connections Reading and writing connections Contrastive rhetoric	Research paper Writing textbook review Oral presentation
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TSOL 537 English for Academic Purposes

Identity issues for EAP students Research, issues, strategies for teaching reading, writing, speaking, listening in ESOL	Research techniques Researching trends & issues
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TSOL 539 Second Language Reading and Vocabulary Acquisition

Interactive approaches to reading Incidental vocab acquisition in L2 reading Vocabulary size and reading comprehension Linguistic threshold hypothesis	Research paper Reading textbook review Oral presentation
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TSOL 540 Structure of English II

Corpus-based approach to grammar Tendencies vs. rules Metalinguistic knowledge Grammar and language variation	Research paper Grammar textbook review Take-home assignments
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TSOL 541 Language Assessment

Standardized language tests Classroom assessment Language assessment and SLA Language assessment and language variation	Research paper Evaluation of language tests Creation of a test
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EDUC 515 Multicultural Perspectives

Diversity variables: gender, race, age, sexual orientation, ability physical and learning differences, economics, politics, cultures	Accommodating individual differences Improving organizational climate
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AEDT 562 Foundations of Adult Education

Definitions & history Philosophy, trends, issues Populations & providers Legislation & resources	Analyzing programs Discovering resources
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AEDT 564 Issues in Basic Skills for Adults

Terminology & philosophy Funding & program issues Role of technology Workplace basics, program models Student assessment	Communicating with professionals
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AEDT 565 Philosophy & Methods of Skill Training

Task analysis, job aids Competency based instruction Instructional strategy models	Analyzing tasks Developing job aids
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KNOWLEDGE**SKILLS****AEDT 569 Teaching Methods in Basic Skills for Adults**

Learning styles Cooperative/collaborative teaching Whole language approach: Testing and assessment; Instructional methods Theories of reading: GED content	Developing lesson plans Planning program Assessing needs
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LITC 525 Seminar in Literacy Instruction

Development of literacy processes and skills at all levels; examination and evaluation of current instructional and assessment practices, research, and materials	
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SDAD 559 The American Community College

Mission, history, demographics Learner characteristics Finance & budgeting Trends & issues	Placing TESOL in the context of the institution Understanding demographics of students and implications for instruction
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* PMC students are required to take two of the above electives.

GUIDELINES FOR CHOOSING ELECTIVES

The TESOL program offers a wide variety of electives. Students in the MEd program have five electives; students in the MAEd program have **only four** (see DESCRIPTION OF APPROVED ELECTIVES, p.13). Choose your electives carefully, based on the type of population you intend to serve, as well as your own needs and interests.

The following electives are recommended:

Course	If you are planning to teach ESOL in the United States				If you are planning to teach ESOL Abroad	
	CC*	Adult	Inst.**	Bus.	Inst**	K-12
TSOL 524	X	X	X	X	X	X
TSOL 525	X	X	X	X	X	X
TSOL 537	X		X	X	X	X
TSOL 539	X	X	X	X	X	X
TSOL 540			X	X	X	X
TSOL 541	X	X	X	X	X	X
EDUC 515	X	X	X			
CUIN 525	X	X	X	X		
AEDT 562	X	X				
AEDT 564	X	X				
AEDT 565	X	X			X	
AEDT 569	X	X				
AEDT 577	X	X	X	X		
SDAD 559	X	X				

* Community College

** Intensive Language Institute in the U.S. or language institutes abroad

Check with your advisor if you find another course you would like to take as an elective, including Seattle University courses at the 300-400-level (see TRANSFER CREDITS, p.30).

ESOL ADMINISTRATION

You may be planning to start your own ESOL School in the United States or abroad, or to seek a position as Director of Courses or Administrator of an existing ESOL school. The following electives are recommended:

EDUC 515	Multicultural Perspectives
AEDT 568	Administration in Adult Settings

FOREIGN LANGUAGE TEACHING

Most of what you learn in the TESOL program applies also to the teaching of other languages. If you are planning to teach a foreign language at a community college, the following electives are recommended:

TSOL 524	Second Language Listening and Speaking
TSOL 525	Second Language Writing
TSOL 539	Second Language Reading and Vocabulary Acquisition
TSOL 541	Language Assessment
EDUC 515	Multicultural Perspectives

If you are not a native speaker of the language you are planning to teach, you should also take courses in the language, literature and culture of that language. These courses are available at the undergraduate level at Seattle University and elsewhere. (Note, however, that only 300-400-level undergraduate courses may be used as an elective in graduate programs and only if you do extra, graduate-level work in the course).

COMMUNITY COLLEGE BASIC STUDIES

You may be planning to teach in the Basic Studies division of a community college. The following electives are recommended.

TSOL 524	Second Language Listening and Speaking
TSOL 539	Second Language Reading and Vocabulary Acquisition
TSOL 541	Language Assessment
AEDT 564	Issues in Basic Skills for Adults
AEDT 569	Teaching Methods in Basic Skills for Adults
SDAD 559	The American Community College

Section 3

TESOL Program Policies and Procedures

NOTE

For more information about policies and procedures, please consult the *Seattle University Graduate Catalog*.

ACADEMIC GRIEVANCE: CHALLENGING COURSE GRADES

The purpose of this procedure is to provide a confidential, fair, and timely means by which students may seek redress for an academic grievance concerning a course grade. The full policy and procedure are delineated in the [Student Handbook](#) and the [Graduate Catalog](#). The scope of this academic grievance is limited to allegations of arbitrary and capricious behavior by the teaching faculty regarding academic grading. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. In the event a student challenges a final course grade, the burden of proof lies with the student who claims a grievance.

The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods and appropriateness of performance standards.

The process involves a sequence of steps, at any one of which the issue may be resolved and the procedure terminated. The steps include: an informal conference with the instructor; filing of a formal challenge; appeal to an academic hearing board; and a limited appeal to the Provost. It is important to note this challenge procedure has very specific timelines, which must be strictly followed.

ACADEMIC HONESTY CODE

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process and that violations in this area should be dealt with in an appropriate and effective manner. Violations and penalties are described in the Seattle University [Graduate Catalog](#).

ADVISING

When you have been accepted for graduate study you will be assigned an advisor. You should make an appointment promptly for advising and registration information (206.296.2682 for Dr. Yang or 206-220-8586 for Dr. Yeo). It will be helpful to plan a tentative course of study for your entire program.

Give some thought to the load you wish to carry (number of courses taken each quarter), your availability for summer sessions, and tentative projections for your internship.

You should also make an appointment with your advisor later on to confirm Candidacy, and to arrange for the Internship, Graduate Project, and/ electives, when you have completed 15 credits. If you wish to make changes in your course of study, contact your advisor by phone or email. Your advisor can help in many ways but remember

that it is your program. You are responsible for all material in the *Graduate Catalog* as well as for all published deadlines and for meeting the requirements of graduation (see GRADUATION AND COMMENCEMENT, p.25).

If you are newly admitted and cannot reach your advisor in the summer months, please contact the Associate Dean, Dr. Van Hutton, in the College of Education (206.296.2687). He can help you with scheduling problems and initial registration. Your first course should be either TSOL 534, EDUC 500, or EDUC 513.

ATTENDANCE AND PARTICIPATION

Attendance and participation are required in all courses and are important for your success in the program. Excessive absence will become a focus of concern when faculty reviews your progress at candidacy and before the internship.

If you become ill or have a serious family emergency which prevents you from attending class, please notify the instructor before class (message on email or voice-mail is fine), and arrange for another student to get copies of class notes and handouts. You are responsible for the content of any class you missed, which may mean making arrangements to view class videos in the library, doing extra assignments, etc. Specific attendance requirements are identified in the course syllabus.

CANDIDACY

For the first 15 credits in the program, you are a pre-candidate. During this time you meet with your advisor for initial program planning. Three courses, TSOL 534, TSOL 535 Linguistics for Language Teachers I & II and EDUC 500 Introduction to Research and Graduate Studies, should be taken within the first 15 hours, as a foundation for the rest of your coursework.

Candidacy review will occur the quarter following the completion of 15 credits. You will receive a letter from the Program Office along with a Candidacy Form when it is time to initiate this process. Your advisor will review your records, discuss any concerns about your progress, and work with you to develop a plan to address those concerns, if any. You must have a minimum 3.0 GPA to be considered for candidacy. Additional criteria for candidacy are identified in the College of Education Fair Process Manual.

The Candidacy form is a contract between you and the university and serves as the foundation of the Graduation Worksheet. It identifies which courses will be taken (including electives and transfer credits), when the Comprehensive Exam will be taken, and which degree (MA or M.Ed.) will be earned (see DEGREE AND CERTIFICATE REQUIREMENTS, p.21).

In the event that a candidacy form must be changed, a Petition for Exception to Policy must be filed (available in the Program Office, 206.296.6170). The Petition states the requested change and the rationale for doing so. The Petition requires the signature of your advisor, the Program Director, and the Dean/Designee of the College of Education. Petitions may also be used to request acceptance of transfer credits or course substitutions (see TRANSFER CREDITS, p.30).

CLASS TIMES

College of Education courses are typically offered one night per week with start times after 4:30pm. TESOL courses are generally scheduled from 6:00 p.m. to 8:40 p.m. during the Fall, Winter and Spring terms. Summer class times may vary. Please see the quarterly schedule for the time and room assignments. Visit SUOnline for the most up-to-date information: <https://suonline.seattleu.edu/>

COMMENCEMENT WITH DEFICIENCIES

Effective June, 1999, students who have not completed their degree requirements may participate in Commencement exercises under the following conditions: graduate students who have six or fewer credits of degree requirements remaining to be satisfied and who meet the grade point standards of their program are eligible to participate in Commencement. The requirement for College of Education students to take the comprehensive examination prior to participation in Commencement has been eliminated.

COMPREHENSIVE EXAMINATION

Prior to program completion, you must sign up for the written Comprehensive Examination. You complete the Examination toward the end of your program, after you have completed all of the required courses. The Examination is based on your course of study, including transfer courses, and will address general themes, trends, and issues presented in your coursework and internship. The questions will be fairly broad in nature, but require substantiation from the literature.

What is the Comprehensive Examination?

The Comprehensive Examination is a four-hour written examination required of all Master's degree candidates. It is closed book. The Examination may cover any course work completed by the student.

When are the Examinations given?

The Examinations are scheduled during each quarter, with the exception of Fall quarter. They are held on a Saturday, at approximately mid-point of the quarter, from 9:00 a.m. to 1:00 p.m.

How do I sign up for the Examination?

Students register for the Examination by calling the Administrative Assistant at 206.296.5908. You should register at least ten weeks before the Examination. Those registered to take the Examination will be notified of the Examination site, time, and date as well as the orientation meeting held prior to the Examination.

What does the Examination include?

The Examination consists of essay questions based on each student's course of study. The questions are designed to provide an opportunity for synthesis and integration of learning across course boundaries. Thus, an appropriate answer to any given question should draw upon multiple courses and various learning experiences including graduate projects, independent studies, and internship experiences.

Each student will receive two sets of questions: one set, which includes two questions, will focus on the general requirements for all students receiving a Master's degree from the TESOL and Adult Education programs. The other set, which includes five questions, will focus on the student's areas of specialization, which refers to TESOL for students in the TESOL program. The student must select one question from the first set and three questions from the second set, completing a total of four questions. Thus, approximately one hour is allowed for developing a response to each question.

How do I prepare for the Examination?

Because the questions are general in nature, a general review of courses is appropriate. You will want to look for major themes, trends, and key writers. In addition, you will want to be familiar with processes and procedures like course planning, development, and evaluation. We also recommend that you practice writing for an hour (or more) to build stamina for the Examination.

Faculty support for preparation

Students are invited to an Examination orientation session about six weeks before the Examination. You will be provided with an overview of the Examination, a sample question, and will be given an opportunity to form study groups with other students who will be taking the Examination.

Faculty are instructed not to discuss the Comprehensive Examination content or preparation with students within two weeks prior to the Examination date.

What happens during the Examination?

Upon arrival at the Examination, each student will receive a test packet that includes directions, questions, and scratch paper. Those completing the Examination on computer will be assigned to a computer. Those completing the Examination in writing will receive a set of blue books. Packets and blue books are numbered so that Examination readers will not know the name of the student completing the Examination.

The Examination is closed book; dictionaries are available. The Examination is timed; all work must be completed within the four-hour limit.

How are the Examination evaluated?

Each examination is read by at least two readers who are familiar with course content and the field of study. The readers do not know the identity of the student because the packets are identified with numbers, not names.

The responses are evaluated on the following elements.

- the responses are accurate, concise, and clear;
- the response completely answers all parts of the question;
- the responses are appropriate for graduate level writing - grammar, punctuation, organization of content;
- the responses indicate a broad and comprehensive knowledge of the major field;
- the responses are well documented with relevant references to significant literature in the field.

Each reader uses a scale of one to four, with one equaling "Does not meet" and four equaling "Fully meets." If both readers agree that the Examination is satisfactory, the student will be notified in writing by the Dean of the College of Education that the Comprehensive Examination requirement has been met.

What if the Examination is not satisfactory?

If both readers agree that one or more responses in the Examination are unsatisfactory, the student will be asked to rewrite all or part of the Examination. The student will be notified by the Program Director.

The re-write examination will be made up of new questions that focus on similar content to the initial questions that were inadequately answered. If a student does not attempt to answer a question, the new question will be one that is appropriate for that segment of the Examination. No choice of questions will be provided.

Students should schedule the re-write within one month of the first Examination through the Program Coordinator. Students who complete their rewrite less than one week before the end of the quarter will have the Examination read within the first two weeks of the subsequent quarter. If a student fails to complete satisfactorily the re-write process within three months of the original Examination date, he/she shall be required to sit for a completely new Examination at the next regularly scheduled examination date.

Re-writes will be reviewed using the above standards.

A third and final writing may be requested if the second writing is deemed unsatisfactory. If a third writing is required, students must submit a formal plan of study and spend at least one quarter in preparation for the Examination. Those who do not successfully complete the examination shall be dropped from the program.

The student is notified of successful completion of the Comprehensive Examination by the Dean of the College of Education. The Examination questions, responses and results become a permanent part of the student file.

Appeals

Decisions regarding completion of the Comprehensive Examination are not subject to grievance or fair process review.

Special accommodations

Students who request special accommodation and who are appropriately determined to require such accommodation shall be accommodated. The nature of the accommodation will vary with the needs of the student. Students who seek accommodation should contact Seattle University's Learning Center at 206.296.5740.

CONCURRENT ENROLLMENT AT TWO COLLEGES

University regulations require students to seek written permission to be enrolled at another institution simultaneously with enrollment at Seattle University. Credits completed at a second institution are not transferable unless, prior to enrolling elsewhere, a petition authorizing dual enrollment is approved by the program chair/director and the dean of the appropriate college or school.

COURSE LOAD

Most TESOL students go through the program taking an average of two courses a quarter. Our program is designed for part-time students, and can best accommodate people moving at this rate. You may take one class per quarter if you wish. International students must take three classes per quarter (except for Summer Quarter) as a condition of their student visa. Three classes are considered the maximum load for any graduate student.

Anyone holding full-time employment is ordinarily limited to six credit hours per quarter. This may be exceeded when added courses are an integrated part of the working day, e.g. internship, and certain independent studies and graduate projects.

CURRICULUM LIBRARY

A small collection of ESOL textbooks and materials is available for you to review in the College of Education Curriculum Library. This library is located in the computer classroom on the 3rd floor of Loyola Hall. Materials may be signed out on an honor basis.

DEGREE AND CERTIFICATE REQUIREMENTS

The program checklist is available from the Program Office, and outlines TESOL degree requirements, as does the *Graduate Catalog*. The essential requirements include satisfactory completion of the following:

Master of Arts (MAEd)	Master of Education (MEd)	Post-Master's Certificate
48 credits	48 credits	24 credits
Graduate Project	Not applicable	Not applicable
Internship	Internship	Internship
Grammar Course	Grammar Course	Grammar Course
Comprehensive Exam	Comprehensive Exam	Not applicable
GPA of 3.0 or higher	GPA of 3.0 or higher	GPA of 3.0 or higher
14 courses*	15 courses**	7 courses**

*plus internship and graduate project

**plus internship

DELAY OF PROGRESS

Faculty may, in some circumstances, delay a student's progress in a degree or certificate program. When such circumstances arise, and faculty determine that it is not appropriate for a student to continue with normal progression in the degree program, the student's advisor or program director will contact the student to discuss his/her progression in the program. After consultation with the student and the student's adviser, the program director will make the final decision on whether the student will continue with the normal progression in the program. This action is not subject to appeal or review.

Neither the student's adviser or the program director will make the decision not to allow a student to make normal progression in a program without consulting the student except in the case when, in the professional judgment of the program director and the student's adviser, it is an emergency or a special rare circumstance. This action is not subject to appeal or review.

DISABILITIES SERVICES

If the student has a disability that the student believes requires accommodation by Seattle University, it is the student's affirmative responsibility to request such accommodation from Seattle University by calling 206.296.5740 or by going to the Learning Center in Room 100 of Loyola, where the Disabilities Services office is located. The student should make an appointment with the Disability Specialist to evaluate the need for accommodation and, if needed, define the accommodation. An accommodation request form is required from each student for each and every quarter that any accommodation is needed. Please allow sufficient time for processing the evaluation and accommodation request.

ELECTIVES

Both degree options allow room for electives. Students may choose from courses within the College of Education or from other graduate programs within the University. The courses should contribute to the student's professional development and foster achievement of career goals. Elective choices should be indicated at the time of candidacy, and receive approval from the adviser at that time.

It is possible to apply credits from other institutions if appropriate courses are not available at Seattle University. See "Transfer Credits" information on page 30 of this document or check the *Graduate Catalog*. Students may transfer a maximum of 10 graduate credits from other institutions.

E-MAIL ACCOUNTS

All students are issued a Seattle University e-mail account. All official communication from Seattle University will be sent to your SU account. For assistance to activate your account, please contact SU Help Desk at 206.296.5571. Once your account is activated, it can be formatted to forward mail from the SU account to another e-mail address, if you prefer. Important information is transmitted via email; therefore, it is critical that you frequently and regularly monitor your e-mail account.

EMERGENCY INFORMATION

Students are required to provide emergency contact information to the University. Please go to <https://suonline.seattleu.edu/> to log in to SUOnline then select the "Address Change" and "Emergency Contact" links under User Account in the Student Menu.

EMPLOYMENT

It is a good idea to begin your job search months before graduation. This includes watching for openings in relevant professional publications and employment hotlines, and networking actively. Community college teachers who are willing to relocate have the most success, because the local job market is extremely competitive, with few openings.

Those most successful in the job search take lots of initiative and send out resumes to a number of sites. TESOL students have an opportunity to develop job search skills (resume, interview, etc.) through the Educator Career Services office, Loyola 515. The phone is 206.296.5780. A website with job information is maintained at www.seattleu.edu/coe/ecs.

You are also given tips for job search in the field of ESOL at a monthly Job Seminar at School of Teaching ESL. You have an opportunity to network with ESOL professionals through your internship and through involvement in the state and national professional associations.

The TESOL program maintains current job listings on the bulletin board outside Loyola 411. You may also subscribe to the TESOL organization's electronic discussion list and then to the sub-list on TESOL jobs at www.tesol.org. In addition, Seattle University's Career Development Center can provide job search information.

EXCEPTION TO POLICY

If you have serious reason to seek an exception to any of the policies and/or procedures listed in the *Student Handbook* or *Graduate Catalog*, you must petition your academic adviser by using a petition form available in the Program Office (206.296.5908) or from the Registrar's office. Forms are also available on the University website. Submit the completed Petition for Exception to Policy to your academic adviser for review and action.

EXTRACURRICULAR OPPORTUNITIES

There are many opportunities for you to experience cultural, recreational, and social events at Seattle University and to join student organizations. For more information, call the [Student Government of Seattle University](http://www.seattleu.edu/studentgov) (206.296.6050), [University Recreation](http://www.seattleu.edu/recreation) (206.296.6441), or the [International Student Center](http://www.seattleu.edu/international) (206.296.6260).

The city of Seattle offers a wide variety of free and low-cost enrichment opportunities to graduate students, including live theater, film festivals, libraries, lectures, art galleries, sporting events, and festivals. For more information, contact [Seattle Chamber of Commerce](http://www.seattlechamber.com) (206.389.7200).

FAIR PROCESS POLICY AND PROCEDURES

Seattle University has established a Fair Process policy to govern decisions related to admissions, retention, graduation, and state certification; academic decisions that may and may not be reviewed; student termination guidelines; and review process for student probation and termination. Complete copies of the policy are available on the University website or the College of Education website.

Grievance policies for course grades are also delineated in the *Graduate Catalog* (see Academic Grievance-Procedure for Challenging Course Grades).

FINANCIAL AID

Graduate students must be enrolled at least part-time (three credits) to be considered for financial assistance. Greatest support is available through student loans, and there are minimal scholarships and graduate assistantships. Seattle University financial aid is not available for international students. We encourage you to check with your human resources office, as many employers provide tuition assistance.

Application Process

To be considered for financial aid, you must be admitted to the university, and you must complete the Free Application for Federal Aid (FAFSA). This is your application for federal, state, and institutional funds. For further information, contact the Financial Aid and Student Employment office at 206.220.8020.

FORMAT FOR TERM PAPERS AND GRADUATE PROJECTS

For all written work in the College of Education, the standards endorsed by the American Psychological Association will be followed. The *APA Publication Manual* (6th Edition) is available for purchase at most bookstores and is available for use at the Reference Desk in the Seattle University Library. (Handouts outlining minimum APA format requirements for the College of Education will be distributed in EDUC 500 and are also available from the College of Education receptionist in Loyola 500 or the .)

GRADES AND GRADING

Faculty members are responsible for establishing course standards and grading requirements and for evaluating student work. To guide faculty decision making, the University has established the following grading system:

A	4.0	Superior Performance
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	
C	2.0	Minimal performance in courses applicable to graduate degree
C-	1.7	Courses graded C- or lower will not count toward graduate degree or certificate
D+	1.3	
D	1.0	Poor Performance
D-	0.7	
F	0.0	Failing

Graduate students must maintain a 3.0 cumulative grade point average. See the *Graduate Catalog* for procedures on repeating courses to improve the grade received. The *Catalog* should also be consulted for academic probation policies and procedures.

In addition to the letter grades described above, the following grading symbols may be used:

I – Incomplete: A temporary grade indicating that work in the course was acceptable, although a critical portion of the required work was not completed because of illness or other serious circumstances beyond the student's control. The "I" grade may not be used for the convenience of the faculty member or student. It is not counted in the credits earned or used in the grade point average computation. When the instructor assigns an I grade at the end of a term, a default grade is also submitted which will be automatically assigned by the registrar should the deadline expire without student action. This default grade should be calculated to include all work completed to the date of final attendance plus a failing grade for work/exams the student did not complete. If no default grade is submitted, the Office of the Registrar will assign a grade of F once the I deadline expires. Once a degree has been posted, removal of an I grade is not permitted. I grades must be removed by the end of the fourth week of the next term except for spring quarter which must be completed by the end of the fourth week of the fall quarter. Due dates are published in the academic calendar.

N - No Grade: The grade may be suspended for some courses in which the work is not expected to be completed during the regular quarter. The only courses that qualify for N grades in TESOL are TSOL 566, 567, 595, and 596. The Graduate Project and Internship frequently require more than one quarter to complete. It is the responsibility of the student to request removal of the N grade when course requirements are fulfilled. Once the closing date has passed, re-registration and payment of regular tuition is required in order to obtain credit for the work completed. Timelines for removal of the N grade are as follows:

N Grades Received

Summer Term

Fall Term

Winter Term

Spring Term

Must Be Removed Before

August 1 of the following calendar year

December 1 of the following calendar year

March 1 of the following calendar year

May 1 of the following calendar year

CR/F-Mandatory Credit/Fail: TSOL 566 and 567, the Internships, are not graded, but are deemed to be credit (CR) or fail (F).

Z – Administrative Withdrawal: A grade assigned by the Office of the Registrar when it can be documented that a student has registered for a course, stopped attending or never attended the class by the end of the add/drop period, and did not officially withdraw according to university policy. There is no effect on the grade point average, but there is a \$100 fee per Z grade.

If a student is registered for a class and then decides not to take the class (after going to one class or never attending a class), it is the student's responsibility to drop the class prior to the 6th day of the quarter. Telling an instructor that one is not going to take the class is not adequate and does not drop the student from the class. The student, personally, must drop the class by going to the Student Menu in SUONLINE, choose option to "Drop/Withdraw Classes," and then formally drop the class.

GRADE REPORTS

Student quarterly grade reports are available on-line at the end of each quarter. The university does not hold itself responsible for grade report errors unless the registrar is notified of the error within six month after the date of issue of a grade report. Once a grade is recorded it can be changed through a request of grade change form, which is completed by the instructor.

GRADUATE PROJECT

Master's of Arts degree candidates must complete a three credit graduate project. The graduate project provides an opportunity for scholarly work and application of theories to topic of interest to the student and of relevance to the field of adult education.

TSOL 595, the Graduate Project, requires intensive library research and creation of new knowledge or new application of existing knowledge. The project report includes analysis and critical appraisal of materials read, as well as inclusion of new materials and/or applications. The project may also be a study. A more detailed description of the Graduate Project is available from your adviser. Upon completion of the Graduate Project, the student will receive a letter grade.

GRADUATION, COMMENCEMENT AND POST-MASTER'S CERTIFICATE APPLICATION

Graduation and commencement do not mean the same thing. Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. Commencement is the annual formal ceremony in June at which degrees and diplomas are presented.

To qualify for graduation, you must first apply for graduation (see deadlines that follow), complete all coursework and examinations (including the Comprehensive Examination), and remove any 'holds' on your records (caused by book fines, unpaid late registration fees, etc.).

When all degree requirements are met, graduates will have their degrees posted (meaning that 'Master's Degree Requirements Completed' is stamped on your transcript) at the end of the quarter of graduation, and your diploma will be mailed to you in approximately eight weeks. Prior to receiving your diploma, you may request that a letter be

sent to you stating that your degree requirements have been completed. This letter is available from the registrar's office by calling 206.220.8030 and asking for the Graduation Evaluator.

Seattle University policy allows graduate students who have six credits or fewer left to complete to participate in commencement ceremonies. The Seattle University procedure and deadlines for graduation are as follows:

- a. Pick up a 'Graduation Packet' at the Registrar's office. The Graduation Packet includes a Graduation Worksheet, an application for graduation, and an apparel order. Fill out the application for graduation and apparel form and leave these forms with the Registrar.
- b. Bring the Graduation Worksheet to the Program Office for review by your adviser.
- c. Students planning to "Graduate with Deficiencies" must apply for graduation by November 1. All the application deadlines are given below:

Winter Quarter Graduation
Spring Quarter Graduation
Summer Quarter Graduation
Fall Quarter Graduation

October 1 of year prior to graduation
November 1 of year prior to graduation*
February 1 of year of graduation
February 1 of year of graduation

PMC students should apply for the Post-Master's Certificate in their last quarter, by filling out an application for certificate completion, available from the TESOL program office in Loyola 304 and the registrar's office.

HARASSMENT POLICY

Seattle University seeks to promote and maintain an environment free from harassment of any type. Preventing and remedying sexual harassment at Seattle University are essential to ensure a nondiscriminatory safe environment in which students can learn. If faculty or staff is sexually harassing a student, this should be reported to the Affirmative Action officer in Human Resources. If a student outside of an employment or teaching situation is sexually harassing another student, this should be reported to the Associate Vice President for Student Development or any of the contact persons listed in the office of the Vice President for Student Development. For more information, see the *Graduate Catalog* or contact the Affirmative Action officer or the Vice President for Student Development

HARDSHIP WITHDRAWAL

A grade of HW may be assigned by the dean or the dean's designee at the request of a student when the student must withdraw from a course for a medical/family hardship reason as appropriately documented by a licensed professional. There is no effect on the grade point average and the university's tuition refund policies apply. If a student is taking more than one course, he/she must withdraw from all courses when requesting Hardship Withdrawal.

INDEPENDENT STUDY

TSOL 596 provides an opportunity for students to engage in an independent investigation of a topic of interest to the student, which is not addressed in other course work. The student must prepare a proposal for adviser approval before registering for the Independent Study credit.

Additional guidelines for the Independent Study are available from your adviser.

INTERNATIONAL STUDENTS

Approximately 15% of the TESOL graduate students are international students. Their experiences with learning English and in participating in other educational systems around the world enrich our program tremendously. We value their perspectives on teaching and learning languages. Resources of interest to international students include:

Culture and Language Bridge Program (206.296.6064)
International Student Center (206.296.6260)

TIPS for International Students at Seattle University:

- Give nonverbal feedback during lectures and discussions. Use your face and eyes to let your instructors know when you do and do not understand or agree.
- Raise your hand! Offer your own questions and comments in class discussions.
- Be sure to use the Writing Center (206.296.6239) for help on your first drafts of written assignments. The one-hour private consultations are free of charge.
- Try to make time to participate in social events with classmates.
- Do not hesitate to ask for help or clarification from your classmates or instructors.

INTERNSHIP

An internship is a required component of the Master's degrees and Post-Master's Certificate in TESOL. It is designed to provide a practical work-experience component in your professional preparation. TSOL 566 Internship should be included in the last third of your program, after you have completed at least 30 hours of your degree work and all of your TSOL courses.

The *Internship Handbook* is available from the Program Office and on the TESOL program website, and it provides a detailed description of the requirements for completing the internship. Finding an internship site can take 8-10 weeks of lead-time. **No hours may be accrued** toward the internship prior to written approval of your work plan by both the site supervisor and your faculty advisor at Seattle University.

TESOL students with fewer than two years' teaching experience will focus their internship on teaching ESOL. Students with extensive ESOL experience may choose to focus their internship on teaching or related activities such as ESOL program administration, international student advising, curriculum development, etc. You may also choose to do a second internship (TSOL 567), which counts as an elective.

You are required to attend a total of two internship seminars during the course of planning for and completing the internship. These seminars are announced in the quarterly program newsletter.

NON-MATRICULATED STATUS

Students who have not been admitted to a program can enter some courses with non-matriculated status. Non-matriculated means "non-degree seeking." This is a short application process which does not guarantee a student acceptance into the program of his or her choice. If a student takes courses as a non-matriculated student, up to 12 credits can be applied if the student is accepted into the Master's Degree in TESOL. Courses must be applicable to that degree in order to be transferred into the degree program.

PROBATION AND DISMISSAL

A matriculated student who falls below the standard required for graduation may be placed on probation and given the opportunity to improve the quality of work before dismissal. Students may be placed on academic probation for failure to achieve a 3.0 GPA, failure to comply with the Academic Honesty policy of the University, failure to be recommended for Candidacy (see p. 18) or failure to demonstrate capacity to achieve program outcomes (see p. 27).

Graduate students with a cumulative GPA below 3.00 are placed on academic probation. The first time that a student's cumulative GPA is below 3.00, the student receives a letter from the department informing the student of probation status. After the following quarter of classes, if the student's cumulative GPA is not above a 3.00, then the student is sent a second letter. The student meets with his/her adviser. At the end of two quarters on probation, if the student's GPA is still not above 3.00, the student again meets with adviser. Then the student's name is sent to the Dean of the College of Education with a recommendation for dismissal or continuance. The Dean will determine if a

student may be allowed to continue for one additional quarter on probationary status or be dismissed from the program.

- You must maintain a cumulative grade point average (GPA) of 3.0 or higher in required courses. You will not be permitted to graduate if your cumulative GPA is below a 3.0, regardless of the number of credits completed.
- You must repeat required graduate course when a C- grade or lower is received.
- You may choose to repeat a graduate course graded C or C+ once. In general, we advise you to repeat a course with any C grade.
- When courses are repeated, the second grade will be used in computing the grade point average if you file a Repeated Course Form with the Registrar. The original grade, however, remains on your student record.
- While on probation, you cannot file for candidacy, register for an Internship or register for the Graduate Project.

There are also circumstances when the faculty, in their professional judgment, determine that for professional standards reasons (behavior or ethics) it is appropriate to consider putting a student on probation or dismissing a student. When such circumstances happen, the normal procedure is that the student's Program Director contacts the student to discuss the professional standards issue(s) which are of concern to the program. After discussion with the student, the Program Director, in consultation with the program faculty, makes the final decision on whether to recommend the student for professional standards probation or dismissal. If the recommendation is to place the student on probation or dismiss the students, the Program Director informs the student in writing of the program's decision, the reasons for and the conditions of the actions, the date by which the probation or dismissal will become effective, and the option the student has to request a review of the program recommendation under the SU Fair Process Policy.

The program, except in the case where it is judged by the program director to be an emergency, will not put a student on probation or dismiss a student for professional standards reasons without prior warning to the student and without prior consultation with the program faculty. If the student is placed on probation or dismissed for professional standards reasons as the result of the program director's professional decision that it is an emergency, the Program Director will inform the student in writing of the program's decision, the reasons and conditions for such actions, and the option the student has to request a review of the program's action under the SU Fair Process Policy.

PROFESSIONAL DEVELOPMENT

The professional organizations for ESOL teachers are the international Teachers of English to Speakers of Other Languages (TESOL), and the Washington Association of Educators of Speakers of Other Languages (WAESOL). The international organization publishes the *TESOL Quarterly* and *Essential Teacher*, as well as a wide variety of books and pamphlets. The annual TESOL convention is held in the spring. The state association publishes a quarterly newsletter and sponsors a fall conference. Every third year, WAESOL joins its sister organizations in the Pacific Northwest to host a regional 'Tri-TESOL' conference. These organizations are the Oregon TESOL affiliate, ORTESOL, and the British Columbia chapter of Canadian Teachers of English as an Additional Language (TEAL).

You are encouraged to become involved in state and national professional organizations, in order to further develop your skills and to assist you in networking for professional support and job searches. Some organizations, such as TESOL, have a discounted rate for student memberships. Membership application information is available on the TESOL website.

You can get current information about local and national TESOL workshops, conferences, and other events sponsored by professional associations through your advisor, program bulletin board, email announcements, and the quarterly TESOL program newsletter.

WAESOL (206.788.7593)
TESOL (703.836.0774) www.tesol.org

PROGRAM EVALUATION

Systematic collection and analysis of both process and performance evaluation data are essential for improving the quality of any professional preparation program. One of your responsibilities as a student is to provide feedback

while in the program through formal evaluation processes at the end of each course. Your internship analysis also provides an opportunity for feedback. Your feedback may also be solicited in focus group discussions held at the end of your program. Finally, you will be asked to complete a program follow-up evaluation after you have been on the job for a year. At that time, we also request feedback from your job supervisor.

READMISSION

Graduate students will continue to receive information regarding quarterly registration and will be eligible to register for four quarters after the last quarter of registration. Students attending other institutions in the interim must have official transcripts of that work sent to the Registrar's Office.

Those absent for four or more consecutive quarters must complete a readmission application. International students on a F-1 visa must apply for readmission if they are absent for one quarter (unless that quarter is summer). Official transcripts of any academic work taken in the interim must be sent to Admissions, along with the application, by the program application deadline for the intended quarter of entry. There is no fee for readmission. Applicants are responsible for clearing all financial and administrative holds. Applications are subject to the review and discretion of the academic departments and deans; therefore readmission is not guaranteed.

Upon readmission, the student is subject to current program, school and university policies in place at the time of readmission.

REGISTRATION

We encourage you to meet with your adviser prior to your initial registration.

Students will receive registration information and a registration time for access to the registration system prior to each registration cycle via SU e-mail. It is, therefore, critical that you activate and monitor your Seattle University email account.

Registration is completed on line at: www.suonline.edu. It is important to read the information carefully and follow the instructions. If, for any reason, you do not receive registration information, call the registrar's office immediately. **DO NOT WAIT UNTIL REGISTRATION BEGINS!**

Courses have enrollment limits and sometimes fill to capacity early in the registration period. Check course enrollments at SUONLINE frequently. If someone drops out of a course registration, a space is created and is available to the next person who tries to register for that course. If you are closed out of a course and are uncertain what other courses to enroll in, contact your adviser.

If a course is full and closed, admission to that course is at the discretion of the instructor. Permission is usually not granted unless there are serious consequences, such as the course not being offered for at least one more year, and the student needing the course to graduate in the current year.

REMOVAL FROM INTERNSHIP

Policies governing internship completion, including removal from internship and grading, are delineated in the Internship Handbook. Students may be removed from an internship site if the internship site supervisor and site representative recommend removal using the following guidelines:

1. The student has failed to demonstrate reliability in terms of attendance or completion of responsibilities;
2. The student has failed to demonstrate adequate knowledge of subject matter to fulfill internship responsibilities;
3. The student has failed to demonstrate adequate skill in performance of assigned internship responsibilities;
4. The student has failed to demonstrate adequate capacity for functioning as a member of a work team; or
5. The student has failed to demonstrate capacity for ethical practice.

Upon receiving a request to remove a student from an internship site, the student's adviser will consult with the internship site supervisor to determine reason for request. If the site supervisor and the student's adviser concur that the student cannot complete the internship requirements, the student will be removed from the internship. Students removed from an internship site will receive no credit for the internship and be required to repeat the internship. The decision to remove a student from an internship site may not be appealed under the Fair Process policy of Seattle University.

Students who find an internship site unacceptable for personal or professional reasons, should contact their internship supervisor immediately to discuss finding an alternative site. In such cases, students may be allowed to keep accrued hours and continue internship work at an alternative site.

REPEATING A COURSE

A graduate student must repeat a required course graded C- or below, but may repeat a graduate course graded C+ or C only once. The grade earned the second time will be used in computing the cumulative grade point average. The original grade will remain on the record, but course credits will be counted only once toward a degree.

TIME LIMITS

All credits which are to be applied to a degree (including transfer credits) must be completed within six calendar years of the date the TESOL degree is granted. Credits which are not completed within the six year limitation cannot be applied toward degree requirements.

Seattle University recognizes that students progress at different rates and their time to degree completion is often dictated by individual circumstances. However, all requirements for the master's degree must be completed within six years after course work is begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year statute of limitations, they must file a petition with the dean of the appropriate college or school at least one quarter prior to the expiration of the six-year statute requesting an extension of one year. When petitions are approved, students may be required to take additional credits. In most cases, only one extension will be allowed.

TRANSFER CREDITS

A maximum of 10 quarter-hours of graduate credit may be transferred to Seattle University. For courses a student requests be transferred into a program of study the student needs to provide evidence that the courses were taken as graduate level courses or are accepted as graduate-level courses at the institution where the courses were taken. If a graduate-level course was taken as a required course for a bachelor's degree, that course will not be able to be transferred since all courses taken as part of one's bachelor's degree are pre-requisites to entering the program.

Transfer credits must conform to the six calendar year time limit stipulated above and in the *Graduate Catalog*. Transfer credits are considered an integral component of the program of study and may, therefore, be considered within the scope of the Comprehensive Examination.

UNDERGRADUATE COURSE WORK

In certain circumstances, it may be appropriate for graduate students to take courses at the 300- or 400-level. There is a 15-credit maximum limit for courses that normally include undergraduate, post-baccalaureate, and graduate students. Graduate students are expected to perform at a level consistent with receiving graduate credit and when enrolled in these courses and will be expected to do additional work in the form of projects, papers, or other suitable assignments. Likewise, in the grading of examinations or other written work, graduate students will be expected to demonstrate higher levels of analysis and synthesis than the undergraduates in the class.

WAIVER POLICY

It is possible for you to waive coursework contingent on previous academic work or work experience. You are encouraged to submit any possible waiver requests to your Program Adviser during your first quarter of attendance. You may have the petition considered by your adviser (or the appropriate instructor) upon the completion of these two steps:

- 1) Obtain from the instructor of the course you wish to waive, a written statement recommending the course be waived;
- 2) Present a completed petition form to your adviser giving your rationale for the waiver and attach the course instructor's recommendation. When you meet with the course instructor to discuss waiving the course, bring one or more of the following:
 - A. A transcript and course description of an equivalent (contact hours and content) course at either the graduate or undergraduate level. The course(s) must be graded 'B' (equivalent) or higher.
 - B. Documentation of the teaching of a course that is similar in contact hours and content (e.g., the syllabus).

Please note carefully the following statement. Courses can be waived, but not credits. A waiver is not the same as a 'transfer of credit'; therefore, equivalent elective courses are selected to substitute for the waived course. Total credits required to graduate remain the same.

WITHDRAWAL

To withdraw from any course, students must officially notify the Registrar's Office in writing, using the form provided by the Registrar's office. The official withdrawal form is obtained from the registrar or at the School of Education reception desk and presented to the instructor, other applicable offices, and registrar, in that order, for approval and signature. Failure to officially withdraw from a course will result in a grade of F on the student's academic record.

The official date of withdrawal will be the date the appropriate documentation and completed form are received by the registrar. A grade of W will be allowed until the end of the sixth week of any quarter. After that date, any withdrawal must be petitioned. See *Graduate Catalog* for policy details. Also see "Hardship Withdrawal" for withdrawal necessitated by personal or family medical emergencies.

Section 4

University Services and Facilities

BOOKSTORE

The Bookstore is located in the University Services Building. Here you will find textbooks, supplies, snacks, greeting cards, and Seattle University logo items such as sweatshirts and bumper stickers. It is open until 6:00 p.m. several nights per week to accommodate graduate students. Check the door for current hours of operation.

CAREER DEVELOPMENT CENTER

The Career Development Center is located in the Student Center Pavilion and may be reached by calling 206.296.6080. The Center provides many services to graduate students including career counseling, assessment, and job search guidance. The Career Center is open until 6:00 p.m. two nights each week.

COLLEGIA

The Collegia system offers commuting students a comfortable “home away from home.” Each center includes a lounge area, a small kitchen, computer space, and snacks. You must request membership in the Collegia, although there is no charge. Members are taken on first-come first-served basis. Visit or call the Collegia office for more information. It is located in the Student Center Pavilion and may be reached at 206.296.2037.

COMPUTER LABORATORIES

Several computer laboratories are available for student use. A valid student ID enables you to access a wide variety of computers, printers, and information services. Visit the Instructional Technology labs website at <http://www.seattleu.edu/it/labs/> to learn more about the services available to students.

COUNSELING SERVICES

Confidential, personal counseling is available to all students. If you wish to arrange an appointment, please call 206.296.6090. The Counseling Center is located in Student Center Pavilion.

FOOD

Food service is provided on campus in the Student Union Building. The Bookstore also carries a limited supply of snacks, beverages, and sandwiches. For more information about available food service, call the Food Services business office at 206.296.6310.

INTERNATIONAL STUDENT CENTER

The ISC is located in the Student Center Pavilion and serves Seattle University’s international student population. The ISC may be reached by calling 206.296.6260.

INTERNET ACCOUNTS

All currently registered students are issued a free university-sponsored e-mail and Internet accounts. To activate your account, go to the Help Desk for Information Services found in Room 306 of the Engineering Building. Bring student ID or photo ID to set up your account. You can also get information at the web page www.seattleu.edu/is/help where information about services on the web is available. You may also call the Help Desk at 206.296.5571 for further assistance.

LEARNING CENTER

The Learning Center, located in Loyola 100, provides academic support for Seattle University students, including learning style assessment and learning disabilities assessment. Phone: 206.296.5740.

LIBRARY

The Lemieux Library offers a wide range of services and is open long into the night to accommodate student needs. Students will find the on-line catalogue system, the automated databases, inter-library loan system (Summit), and the very helpful reference librarians a boon to completing those research papers. Website: www.seattleu.edu/students/lemlib/

A current Campus Card is needed to borrow materials. If you are not currently enrolled in a course, have not yet graduated, and wish to access library services, please contact your academic adviser. Your adviser will notify the library of your status and add your name to the library's Proxy Authorization List.

Seattle University students can also purchase a University of Washington library card for a very small fee. This enables students to borrow materials from the extensive UW library collection. Contact the University of Washington Library for more information.

RECREATION/SPORTS

The Connolly Center provides a variety of recreational opportunities for SU students. Your ID card provides access to the gymnasium, pools, fields, and courts. Contact University Recreation for more information at 206.296.6441.

PUBLIC SAFETY

This office, located in the University Services Building, provides a wide array of support services including first aid, escort services, parking permits and bus passes, and lost and found. The Safety and Security phone number is 206.296.5990. For emergencies on the campus using campus phones, call 5911 or for off-campus emergency assistance using campus phones, call 9-911.

UNIVERSITY SERVICES BUILDING

This centrally located building houses the Bookstore, the Registrar's office, the Graduate Admissions Office, Public Safety, Financial Aid Office, and the Controller's Office.

Section 5

ACRONYMS

AAAL	American Association for Applied Linguistics
ABE	Adult Basic Education
ABLE	Adult Basic Literacy Education
EAP	English for Academic Purposes
EFL	English as a Foreign Language (i.e., taught in a context where it is not a primary language, such as in Argentina, China, or Sweden)
EIL	English as an International Language
ESL	English as a Second Language (i.e., taught in a context where it is a primary language, such as in Australia, Canada, or the United States).
ESOL	English for Speakers of Other Languages (includes both ESL and EFL)
ESP	English for Special Purposes
EST	English for Science and Technology
GED	General Educational Development Certificate
IATEFL	International Association of Teachers of English as a Foreign Language
IAWE	International Association for World Englishes
IEP	Intensive English Program
NAFSA	National Association of Foreign Student Advisors
SLA	Second Language Acquisition
TEAL	Teachers of English as an Additional Language (Canadian)
TEFL	Teaching English as a Foreign Language
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages (refers to our program and to the field in general, and Teachers of English to Speakers of Other Languages, refers to the international professional organization.
TOEFL	Test of English as a Foreign Language
WAESOL	Washington Association of Educators of Speakers of Other Languages

Section 6

Faculty Profiles

Jian Yang, Ph. D.	Associate Professor and Director, TESOL
BA (equivalent)	English, Foreign Language University, Luoyang, China
MEd	TESOL, State University of New York at Buffalo
PhD	Multilingual/Multicultural Education with a specialization in TESOL, Florida State University
1979 - 1984	Instructor, Normal College of Foreign Languages, Beijing, China
1984 – 1986	Instructor and Lecturer, English Language Training Center, jointly 1987 – 1989 sponsored by State University of New York at Buffalo and Beijing Municipal University System, China
1989 – 1992	Teaching Assistant, Illinois State University
1994 – 1996	Teaching Assistant, Florida State University
1997 – 2000	Assistant Professor, TESOL and Bilingual Education Program, University of Findlay, Ohio
2000 - 2006	Assistant Professor and Director, TESOL, Seattle University
2006 -	Associate Professor and Director, TESOL, Seattle University
Memberships:	Asian Association of Teachers of English as a Foreign Language International Association for World Englishes International Linguistic Association Teachers of English to Speakers of Other Languages
Jeom Ja Yeo, Ph.D.	Senior Instructor, TESOL
BA	English Language Teaching, Pusan National University, Busan, South Korea
MEd	TESOL, Seattle University, Seattle, Washington
PhD	Language Literacy and Culture with a Specialization in English Language Learners' Identity Formation, University of Washington
1989-1994	Instructor, Kaesung Middle School, Busan, South Korea
1994-1998	Instructor, Dukpo Middle School, Busan, South Korea
1998-2000	Instructor, Dadae High School, Busan, South Korea
2003-2005	Instructor, Dadae High School, Busan, South Korea
Oct-Dec 2005	Teaching Assistant, University of Washington
May-June 2009	Guest Lecturer, University of Washington
June-Aug 2009	Teaching Assistant, University of Washington
2010-2011	Teaching Assistant, University of Washington
2011-2012	Teaching Associate, University of Washington
2010-2012	Adjunct instructor, Seattle University
2012 -	Full-time Instructor, Seattle University
Memberships:	American Association for Applied Linguistics Asian Association of Teachers of English as a Foreign Language The Korea Association of Teachers of English International Association for World Englishes National Association for Asian Pacific American Education The National Council of Teachers of English Teachers of English to Speakers of Other Languages