Dear Dean Karpus and members of GFEC,

This memo contains updates on the progress that has been made on the recommendations for improvement to the Graduate Certificate in TESOL (GTESOL) as contained in the L&S APC Review of Committee Report, TESOL Graduate Certificate Program completed on January 27, 2015. The remainder of this memo contains each of the recommendations from the report and an update on our action on them.

(1) Communication: We perceived a bit of a lack of communication across the faculty, staff, and students who are involved in the program. Although it appears that specific dyads among those involved have good communication (e.g., Professor Raimy and Ms. Arfa), it would improve coordination for all involved to communicate as a group on a regular basis. We recommend that they put in place better opportunities for communication among the department chair, faculty/staff members in ESL and ELL, administrative staff, and students.

The exercise of conducting the program review established new standard times and modes of communication within the GTESOL program. It was determined that the most crucial communication times were right before registration periods for the fall and spring semesters. At this time, the English Language and Linguistics (ELL) Graduate Advisor, ESL Program director and GTESOL Program Coordinator consult each other to ensure that the current count of graduate students in the program is accurate and that all of them are in good standing in the program. Due to the improvements from other recommendations, this semi-frequent communication is sufficient to oversee the program. There are not enough issues to justify monthly standing meetings in our opinion.

(2) Advising and Outreach to Students: Improve the advising system for incoming students. Ideas might include:

(a) Hold an orientation meeting/reception early in the fall semester for students in the TESOL Certificate program, or for those who are just interested in finding out more about it. It would be advantageous for new students to meet students who have already completed all or part of the program, as well as the faculty and staff involved.

Our initial intensions with the TESOL Tea activities were to be both a social gathering and one to distribute information about the certificate program. Attendance at the TESOL Teas in the past was light due to their novelty and likely poor scheduling. Prior to the review and the recommendations, we thought that these events did not serve a purpose because of the low
turnout. We now see the multiple purposes of the TESOL Tea and will schedule these events once early in the fall semester and once in the spring semester after spring break. With better advertising and a recurring and more predictable date, we expect these events to be more effective in both their community building and information spreading roles. The TESOL Tea for this semester is scheduled for March 29th, from 3:30 to 5:00 in Helen C White 6191. We will advertise this event in all classes related to both graduate and undergraduate TESOL programs.

(b) Require individual meetings with the ESL program Director and/or the ELL Advisor.

The bulk of graduate students in the TESOL Certificate Program are also in the MA in Applied English Linguistics (AEL) program. All students in ELL graduate programs (both MA in AEL and PhD) have a required meeting each semester for course scheduling with the ELL Graduate Advisor. More explicit discussion of the TESOL Certificate will be added to these course selection discussions. Incoming graduate students to the ELL programs have course selection advisement via email in the middle of the summer (July) prior to arrival to Madison. All other graduate students in the GTESOL program meet with the ESL Program Director, Sandy Arfa, as part of Eng 415.

(c) Create and distribute a small flier (or bookmark) containing the basic requirements of the program and information on who to contact, and listing advantages to declaring early (e.g., the opportunity to interact and network with other students in the program, enrollment priority in crowded classes). This could be sent to students who are accepted into the ELL MA Program.

The suggested flier has been created and is in the appendix (pg. 6). This flier will also be useful in sending to graduate students in Eng 415 to remind them to submit their application form.

(d) Continue the effort to organize social events like the TESOL Tea.

As in 2(a) above, we are formalizing the schedule for TESOL Teas for information and community building purposes for the future.

(e) Develop ways to keep track of graduates of the program (possibly through LinkedIn?). It would be helpful to know what kinds of jobs certificate recipients were getting.

The TESOL Program does have a Facebook page

https://www.facebook.com/groups/747785242003657/

which should help with this task. We are discussing Linked In as another option but have not made a decision on it. For the time being we will promote the FB page to current certificate students which will allow contact beyond the completion of the certificate.

(f) Redo the brochure (on-line at http://english.wisc.edu/esl/documents/TESOL_Certificate_Brochure_Oct_13.pdf) so that it reflects current requirements. Either develop separate brochures for the graduate and undergraduate programs or incorporate the distinction into a single brochure.
The brochure has been revised as suggested. The brochure for the Graduate Certificate in TESOL is in the appendix (pg 7).

(3) Tracking Student Progress: The program should develop a better system to track the number of graduate students enrolled. It is clear that the program has gone a long way towards improving this already (thanks to the hard work of Janet Niewold), but all of the faculty and staff that we talked to agreed that they still are not sure of the exact numbers. An improved tracking system might help anticipate minor enrollment issues for high-demand courses. While it was not reported as especially problematic, students and faculty agreed that graduate students were occasionally not able to enroll in ENG 415 (Introduction to TESOL Methods). In addition to implementing better practices in student advising, and organizing an orientation session, another suggestion would be sending regular emails to graduate students enrolled in the ESL and ELL programs; and to email students who have been accepted into the ELL program and ask them whether they would be interested in adding a TESOL certificate to their ELL degree. In such emails the advantages of signing up early could be stressed.

All ELL graduate students have at least one advising meeting each semester and are provided this advisement. Tracking graduate students in the certificate program must be done 'by hand' which is the difficulty involved. The courses in the GTESOL program that are only relevant to the certificate are Eng 515 and the modules in Eng 613-618. All other prerequisite courses and Eng 415 can be used for other degree programs. Consequently, if a graduate student does not choose to follow instructions on applying to the GTESOL program we have little recourse until they are completing the certificate in total to enforce a requirement to be officially in the GTESOL program. On the flipside, if a graduate student enrolls in the GTESOL program and then decides not to complete it, there is also no pressure for the student to inform us of this at all. There is no automatic tracking of the GTESOL program via DARS which flags when a student joins, leaves or completes the certificate. Thus, graduate enrollment numbers may always be a bit fuzzy.

To reduce the fuzziness of enrollment numbers, the ELL Graduate Advisor will begin to have students fill out GTESOL applications as part of course advisement if they want to enroll. We will also redouble our effort to advertise the importance of applying to the program as soon as possible through emails to targeted classes and reminders in class.

(4) Handbook: The program should develop a student grievance procedure and include it in the student handbook. If a student handbook does not exist for the program or the department, the committee suggests that the program (or units involved) produce a student handbook, as recommended by the Graduate School, and make it available on-line. A template for creating a student handbook and grievance procedures can be found at: https://kb.wisc.edu/gsadminkb/page.php?id=34123.

Our initial response to this item was to say that we would add an appropriate GTESOL section to the existing Graduate Handbook of the Department of English. It turns out that Department of English does not have a Graduate Handbook after all. Consequently, we are developing a combined Graduate Handbook for the MA in AEL and GTESOL programs. Our approach to this is to use current documents from the MA in AEL (which do contain discussion of the GTESOL
program) as the base document. We are modifying this document to be in line with the Graduate Handbook template from https://kb.wisc.edu/gsadminkb/page.php?id=34123. The current draft of the handbook is in the appendix (pg 12). The current draft consists adding the Grievance Procedures to the current description for the MA in AEL program. This document continues to be developed and will be in line with the handbook template for approval at the May meeting where learning outcomes and assessment plans are developed.

(5) The program should develop a plan that includes program goals and student learning objectives.

We are continuing to develop our program goals and related assessment plan. As part of the program review we determined that the GTESOL program had implicit learning outcomes and assessment methods but these were not formally spelled-out anywhere. Eng 515 is the capstone course of the GTESOL program due to is inclusion of a teaching practicum. The student in the class is evaluated twice during the teaching practicum which serves as a summary evaluation of the overall skills the student has learned in the program. The current evaluation form appears in the appendix (pg 9). We are currently determining how far back the records for these evaluations go and it appears they have been saved since 2008.

Our plan is to collect and organize these evaluations so we can create a concrete learning outcomes and concrete assessment plans as outlined in:

http://provost.wisc.edu/assessment/writing-student-learning-goals.htm

and

https://kb.wisc.edu/ls/page.php?id=25242

We are scheduling a meeting in late May (gap time between spring and summer sessions) in order to review past evaluations to do a baseline assessment of the program and to complete the learning outcome and assessment plan documents. The ELL Graduate Advisor, ESL Program Director and the instructors of Eng 515 will comprise the committee to create and finalize these documents.

(6) Make changes to the Graduate Certificate application (attached in appendix), as follow:
(a) (1c) English proficiency: change “and or” to “and/or”.
(b) We think it would be helpful to add the number of credits to the prerequisites section. e.g.: “Prerequisite Courses: 12 credits (these courses can be taken concurrently with ...”
(c) After “Courses on Social Perspectives on English” it says “(One of the following three courses)”, but four are listed. This should be fixed.
(d) It would be good to add, above “TESOL Foundation Course,” a heading parallel to “Prerequisite Courses,” e.g. “Required Courses: 9 credits”.
(e) We were told that the application has to be signed by the student’s advisor, but there isn’t any place on the application for such a signature. This needs clarification, and if the intention is to have the advisor sign the form, that needs to be added.

All of these changes have been made. The revised Graduate certificate application is included in
the appendix (pg 10).

(7) Make changes to the website, as detailed in appendix.

The ESL Program websites have been changed as detailed in the appendix original GFEC/L&S APC report. The Department of English changes have also been made.

(8) On the Graduate Certificate application, it says to contact Professor Raimy or Ms. Arfa for further information. On the brochure it says to contact Professor Raimy or Linda Niewold for further information. It probably wouldn’t hurt to have all three listed in both places, but at any rate it should be consistent.

The Graduate Certificate application now lists all three (pg 10). The brochure does also (pg 7).

I believe this addresses all of the recommendations provided to us. We do not consider our job done in implementing all of the recommendations at this point in time. We hope that the GFEC recognizes our efforts to complete the recommendations in a timely manner though. As outlined in many of the responses, we expect to complete all of the recommendations by the Fall 2016 semester. Please let me know if you have any questions about these matters.

Sincerely

Eric Raimy
Chair, Department of Linguistics
Professor
English Language and Linguistics
Department of English
raimy@wisc.edu

APPENDIX CONTENT FOLLOWS
Graduate Certificate in TESOL

The Graduate Certificate in TESOL is a program that can be completed concurrently with the MA in AEL. Some reasons to complete the certificate are:

- Teach English in a language institute or adult education program
- Teach English in a foreign country – explore other cultures, travel the world, and eat exotic food
- Understand why English is becoming a universal language
- Gain experience teaching English to others in a professional setting

The course work for the Graduate Certificate in TESOL consists of:

**PREREQUISITE COURSES:**

<table>
<thead>
<tr>
<th>Foundation Courses (9 credits)</th>
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<tbody>
<tr>
<td>• Eng 314 Structure of English</td>
<td></td>
</tr>
<tr>
<td>• Eng 315 English Phonology</td>
<td></td>
</tr>
<tr>
<td>• Eng 318 Second Language Acquisition</td>
<td></td>
</tr>
</tbody>
</table>

**Social Perspectives on English (3 credits, choose one)**

- Eng 316 English Language Variation in the US
- Eng 414 Global Spread of English
- Eng 416 English in Society
- Eng 418 Language and Gender

**REQUIRED GRADUATE LEVEL COURSES:**

- Eng 415 Introduction to TESOL Methods
- Eng 515 Techniques and Materials for TESOL
- Eng 613-618 TESOL Workshops (3 one credit modules)

The Prerequisite Courses can all be taken as part of the regular course work for the MA in AEL. Eng 415 Introduction to TESOL Methods can also count as an elective for the MA in AEL but the remaining 6 required credits (Eng 515 and the Eng 61x modules) do not count towards satisfying course work in the MA in AEL.

If you are interested in completing the Graduate Certificate in TESOL discuss it with the ELL Graduate Advisor during your next course selection meeting. If you can't wait, contact one of the following for more information:

<table>
<thead>
<tr>
<th>ELL Graduate Advisor</th>
<th>ESL Program Director</th>
<th>ESL Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Raimy</td>
<td>Sandy Arfa</td>
<td>Janet Niewold</td>
</tr>
<tr>
<td>7123 Helen C White</td>
<td>5127 Helen C White</td>
<td>5134 Helen C White</td>
</tr>
<tr>
<td><a href="mailto:raimy@wisc.edu">raimy@wisc.edu</a></td>
<td><a href="mailto:arfa@wisc.edu">arfa@wisc.edu</a></td>
<td><a href="mailto:jkniewold@wisc.edu">jkniewold@wisc.edu</a></td>
</tr>
</tbody>
</table>

Fill out your application for the Graduate Certificate in TESOL as soon as possible if you are interested. Being in the Graduate Certificate in TESOL has the following advantages:

- Joining and working with a network of cohorts interested in TESOL
- Enrollment priority in registering for crowded courses

The application for the Graduate Certificate in TESOL can be found at:

[http://www.english.wisc.edu/esl/teacher-development.htm](http://www.english.wisc.edu/esl/teacher-development.htm)
How to Apply

• Explore the details of the certificate program at:
  www.english.wisc.edu/esl/tesol-main.htm

• Complete the Graduate TESOL Certificate application which you can print from the website.

• Submit your application at any time - they are reviewed as they are received.

For questions please contact:

Eric Raimy, Faculty Advisor
7123 Helen C. White Hall
Email: raimy@wisc.edu

Ms. Sandra Arfa, ESL Program Director
5127 Helen C. White Hall
arpa@wisc.edu

Janet Niewold, Program Coordinator
5134 Helen C. White Hall
Email: jkniewold@wisc.edu

TESOL Certificate Program
Teaching English to Speakers of Other Languages

Program in English as a Second Language

www.english.wisc.edu/esl

Photos:
Jeff Miller, UW News & Public Affairs
Parthy Schachter, ESL
Courses

**PREREQUISITE COURSES:**

**Foundation Courses**
- Eng 314 Structure of English
- Eng 315 English Phonology
- Eng 318 Second Language Acquisition

**Social Perspectives on English (Choose One Elective)**
- Eng 316 English Language Variation in the US
- Eng 414 Global Spread of English
- Eng 416 English in Society
- Eng 418 Language and Gender

**GRADUATE LEVEL COURSES:**
- Eng 415 Introduction to TESOL Methods
- Eng 515 Techniques and Materials for TESOL
- Eng 613-618 TESOL Workshop (3 out of 6 one-credit modules)

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Why should I consider a TESOL Certificate?

- Teach English in a language institute or adult education program
- Teach English in a foreign country – explore other cultures, travel the world, and eat exotic food
- Understand why English is becoming a universal language
- Gain experience teaching English to others in a professional setting

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**Prerequisites**

- Graduate student status at UW-Madison
- All other prerequisites can be completed concurrently in the program

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**Requirements**

- Complete a 9-credit program, including a practicum with 12 credits of prerequisite courses
- Maintain a cumulative minimum GPA of 3.0 for TESOL courses
- Native English speakers must complete at least 4 college-level terms of one foreign language
- Non-native English speakers must demonstrate spoken and written English proficiency
English is now the international language of the world, indispensable for those working in business and the professions, science and technology, and virtually all fields of education. The demand for learning English continues to be high in almost every region of the world; in addition, there continues to be a large number of immigrants in the United States who require instruction in English as a second language. The need for qualified teachers of English to speakers of other languages, both for adults and for school-age children, remains urgent. Since 1968, the Department of English, through its Programs in English Linguistics, has offered a CERTIFICATE IN TESOL designed to provide academic and pedagogical preparation for prospective ESL/EFL teachers.

1. ADMISSION TO THE CERTIFICATE PROGRAM  
   a. Status. Enrollment in any one of the required certificate courses along with enrollment in a graduate degree program at UW-Madison.  
   b. Graduate advisor approval. The student must have their graduate advisor approve and sign the application form.  
   c. Foreign language. For native English speakers, the equivalent of 4 college-level semesters of one language, including its spoken form. [Completion of this requirement may be concurrent with Certificate course work.] For nonnative English speakers, English is the foreign language.  
   d. English proficiency. Spoken and written English commensurate with the role of language model. Nonnative English speakers must have a score of at least 50 on TSE or SPEAK and/or 26 on the iBT speaking section and a TOEFL score of 100 on the iBT or 600 on the paper version. A score of 84 on the MELAB or 7 on the IELTS can be substituted for the TOEFL.

2. COURSES  
   Prerequisite Courses (12 credits which can be taken concurrently with required courses)  
   
   Foundation Courses  
   English 314 Structure of English  
   English 315 English Phonology  
   English 318 Second Language Acquisition  
   
   Courses on Social Perspectives on English (One of the following four courses)  
   English 316 English Language Variation in the U.S.  
   English 414 Global Spread of English  
   English 416 English in Society  
   English 419 Language and Gender  

   Required Courses (9 credits)  
   The required TESOL Graduate Certificate courses listed below must be taken for graduate credit.  
   
   TESOL Foundation Course  
   English 415 Introduction to TESOL Methods  
   
   Courses on Second Language Teaching (Prerequisites and Eng 415 must be completed.)  
   English 515 Techniques and Materials for TESOL  
   English 613-618 (3) one-credit TESOL Workshops, Eng 613-615 or Eng 616-618

3. REQUIREMENTS  
   • 9 credits of required graduate level courses listed above along with all prerequisites and language requirements.  
   • A grade point average of 3.0 in all required courses except English 613-618, which is graded as Credit/No Credit.  
   • Teaching practice. This requirement is normally fulfilled by completion of English 515.  
   • All requirements for the Certificate in TESOL must be satisfied within three successive academic years.  

   This Certificate in TESOL records a course of study at the University of Wisconsin-Madison. It is not equivalent to professional certification by other bodies such as the Wisconsin Department of Public Instruction.

For further information contact:  
Eric Raimy 7123 Helen C. White Hall Email: raimy@wisc.edu  
Sandra Arfa 5127 Helen C. White Hall Email: arfa@wisc.edu Phone: 263-3783  
Janet Niewold 5134 Helen C. White Hall Email: jkniewold@wisc.edu Phone: 263-3780

February 2016
LAST NAME: _______________________________ FIRST NAME: _______________________________ MIDDLE INIT: ______

UW-Madison Student ID #: ________________________________________________________________

Permanent Address: ____________________________________________________________________

Local Address: ________________________________________________________________________

Email Address: _______________________________________________________________________

Native Language: __________________ Foreign Language: __________________ # of Semesters __________

Graduate Program at UW-Madison: ____________________________________________________________________________________________

Graduate Advisor Name (please print): ____________________________________________________

Graduate Advisor email: ________________________________________________________________________________________________

Graduate Advisor approval (signature): _________________________________________________

Courses that you have taken which pertain to English Linguistics:
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Please type a statement of approximately 200 words in which you describe your personal motivation for seeking admission to this Certificate in TESOL Program. Use additional sheet(s) if necessary.

Signed: ____________________________________________ Date: ___________________________

Please do not write below this line.

☑ Approved
☐ Denied DATE: ___________ AUTHORIZED SIGNATURE: __________________________________________________________
May 15, 2015

Eric Raimy
Professor, TESOL Certificate Program
University of Wisconsin-Madison
Sent Electronically

Dear Professor Raimy:

As you know, an important part of the University’s ongoing review process is the vetting of graduate programs by the Graduate Faculty Executive Committee (GFEC) of the Graduate School. When the College of Letters and Science assembled a review committee to conduct a ten-year assessment of the graduate/professional certificate in Teaching English to Speakers of Other Languages (TESOL), a member of the GFEC, Fernando Tejedo, was asked to join the committee and was given responsibility for attending to graduate training issues in particular. Professor Tejedo led a discussion of the review at the GFEC meeting on April 10, 2015. In this letter, I summarize the committee’s discussion.

At its meeting, members of the GFEC learned of the value of the TESOL program. The Committee was informed that the program has a very good sense of community among faculty and students and that students are satisfied with the program. The GFEC was told that those involved with the program have developed several initiatives to build this sense of community, including creating a Facebook page and holding “TESOL Tea” get-togethers.

In addition to hearing of the value and successes of the TESOL certificate program, GFEC members learned that the program faces a number of challenges. Among these are difficulties in knowing which students are actually in the program, since students can declare their intention to receive the certificate at any point in their trajectory of completing relevant course work. In addition, the Committee learned that there may be gaps in making certain participating students receive adequate advising. Finally, GFEC members were informed that TESOL lacks a grievance procedure for students and a graduate student handbook.

The concerns raised point to several actions TESOL should take to strengthen this valuable program. First, the program should undertake a strategic planning effort in order to carefully consider program goals and to think concretely about any changes that should be made. Second, the GFEC concluded that the TESOL program must create a student handbook that incorporates a grievance procedure for students and includes program goals and learning objectives. The Graduate School has a handbook template available at https://kb.wisc.edu/GSAdminKB/page.php?id=34123 which may help you to craft a handbook relevant to your program. Third, you need to undertake some additional work on the TESOL website: the “GRAD REQUIREMENTS” area of the TESOL website.
(http://www.english.wisc.edu/esl/tesol-gradrequirement.htm) is blank, and the “Brochure” and “FAQs” areas only describe the undergraduate certificate. The GFEC will look to see that these areas are functional and updated. Finally, members of the program should find ways to address potential gaps in student advising. After reading the review and discussing the program, the Committee believes it is imperative that advising and an orientation for current and potential certificate students occur early in the fall semester. Early advising will help with the remaining review concern – that the program track and monitor student progress through declaration forms collected earlier in the students’ careers.

I want to congratulate you on your first-rate certificate program. While the GFEC saw areas where the TESOL graduate/professional certificate could be improved, the committee certainly recognizes the program’s value. Since there are areas that require attention, the GFEC would be grateful if you could provide a written update to the committee no later than September 4, 2015.

Thank you again for your efforts on behalf of UW-Madison graduate students.

Sincerely,

Wendy C. Crone
Interim Dean of the Graduate School

cc:

Susan Zaeske, College of Letters and Science
Elaine Klein, College of Letters and Science
Caroline Levine, Department of English
Susan Bernstein, Department of English
Jocelyn Milner, Office of the Provost
Daniel Kleinman, Graduate School
Marty Gustafson, Graduate School
Jennifer Martin, Graduate School
Kelly Haslam, Graduate School