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PROGRAMS in TESOL

Teaching English to Speakers of Other Languages

HANDBOOK



Revised July 2015

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The Teaching of English to Speakers of Other Languages (TESOL) is an independent discipline requiring specialized knowledge and skills. In addition to teaching skills and respect for cultural diversity, a TESOL professional must possess a curiosity about the underlying cognitive systems and social processes at work in the use of human language and be able to link these to current theories of language acquisition and to teaching practices.

Since 1972, Central Connecticut State University (CCSU) has offered programs and courses at both the graduate and undergraduate levels for professionals and pre-professionals who want formal training in or familiarity with TESOL, applied linguistics, and related fields. Graduates currently teach, or work in related fields, in many countries around the world, across numerous locations in the United States, and in a wide range of Connecticut elementary and secondary schools, as well as adult education programs, intensive language institutes, and community colleges.

Our faculty, students, and alumni are active in a range of professional organizations, including the Connecticut Chapter of the TESOL organization (ConnTESOL), national TESOL, the American Association for Applied Linguistics (AAAL), and the International Association for Applied Linguistics (AILA), among others. The TESOL and applied linguistics programs at CCSU are designed to reflect and promote the professional standards espoused by these organizations.

Prospective students are encouraged to contact the Program Coordinator with any questions or requests for clarifications about the program, including recommended course sequences and course requirements. Formal application to the graduate program is made to the Office of Graduate Studies, Graduate Recruitment and Admissions Office, located in Barnard Hall, room 102 or at the graduate website: www.ccsu.edu/grad/.

For further information please contact the TESOL Program Coordinator in the English Department (CCSU, 1615 Stanley Street, New Britain, CT 06050, USA; 860-832-2740). Below is contact information for all full-time faculty members in the program:

TESOL Program Coordinator: Dr. Matt Ciscel, Professor, ciscelm@ccsu.edu

Dr. Leyla Zidani-Eroğlu, Associate Professor, zidanil@ccsu.edu

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NOTE: Advising and program information provided in this handbook and on the program website is for general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the University's discretion. Students should also be aware that additional licensure and certification requirements may be imposed by outside licensing or accrediting agencies even after a plan of study has been approved or after a student has entered a professional program. A plan of study may be subject to revision to reflect such additional requirements.

GOAL STATEMENT AND PROJECTED COMPETENCIES

The over-arching goal of the programs in Teaching English to Speakers of Other Languages (TESOL) at CCSU is to prepare teachers to use a range of broadly recognized methods to meet the various instructional needs of students of English as a second or foreign language while encouraging such students to maintain their native language and cultural competence. Students who graduate from the Master's or certification program can expect to be prepared not only for first jobs teaching English, but for full and long-lasting careers in this profession. They receive a thorough grounding in both the content of language teaching (systems of language structure and use, as well as language acquisition theory) and the practical skills and methods of language teaching aimed at developing communicative competence and appropriate academic skills in emergent bilinguals. More specifically, graduates of the TESOL programs will be able to:

1. Analyze and interpret linguistic phenomena using current linguistic theory (what language is), including:
 - a. Use theories of syntax to gain substantial insights into the grammatical structure of sentences and related utterances in English and other languages
 - b. Use theories of phonology to gain substantial insights into the sound systems that underlie the articulation and comprehension of English and other languages
 - c. Use sociolinguistic theory to gain substantial insights into the variation, use, status, and interactive norms of English and other languages
 - d. Apply the skills outlined in a-c to facilitate lessons and curricula in TESOL, including modifications based on each student's first language(s), current English proficiency, and general educational and cultural background
2. Analyze and interpret linguistic phenomena using current theories of second language acquisition (how language is learned), including:
 - a. Use theories of second language acquisition (SLA) to gain substantial insights into the stages and processes of language development in learners of all ages and backgrounds
 - b. Apply SLA theory to facilitate lessons and curricula in TESOL, including modifications based on each student's background, current proficiency, learning styles, and educational goals
3. Design, implement, and assess lessons and curricula in TESOL using current methods and best practices in the profession (how language is taught), including:
 - a. Evaluate a wide range of teaching methods and strategies and integrate them into lessons and curricula in a way that optimizes learning
 - b. Design lesson plans and broader curricular units based on institutional, governmental, or professional standards that connect learner needs to a variety of classroom activities
 - c. Implement lessons that are informed by immediate learner needs and that create opportunities for learners to construct knowledge in a supportive, interactive environment
 - d. Integrate the four language skills of listening, speaking, reading, and writing with a wide range of content knowledge in motivating lessons
 - e. Use a wide range of authentic and sheltered materials in lessons to address language and content objectives for a variety of learners
 - f. Use assessment tools, collaboration with colleagues, professional development opportunities, and institutional resources to improve student learning, augment teaching repertoires, and advocate for learners

SCHEDULING of COURSES

Graduate level TESOL courses are usually scheduled starting no earlier than 4:30pm Mondays through Thursdays, and meet either once a week or twice a week. TESOL specialization courses are ordinarily not offered during the summer or winter session. However, it is usually possible for students to take education courses and other electives during those sessions.

ADVISING and the PLANNED PROGRAM

A copy of a signed planned program, completed in consultation with and approval of the academic advisor, are filed with the Graduate School for official approval. It is the student’s responsibility once matriculated to communicate with the advisor to work out a planned program. Failure to submit an approved plan of study may result in additional course work and delay of graduation, since a student’s course selections without advising may prove insufficient. Advisors are available during the school year when classes are in session. If the advisor is unavailable, the student should consult with the TESOL Program Coordinator or with the Chair of the English Department.

COURSE LOAD

The Department of English Graduate Committee stipulates a maximum of twelve hours of course work in a semester (four courses) but recommends a normal full-time load of nine credits (three courses). Enrollment below nine credits is considered part-time. Changing between full-time and part-time status is possible by contacting the Office of Graduate Studies (Barnard Hall, room 102).

PROGRAM CHOICE

While each student has her/his own professional goals and interests, the table below provides a rough template as to which of our three graduate programs generally would be a good fit for students with particular career goals. The three programs are the Master’s degree (MS), the post-baccalaureate K-12 teacher certification program (Post-bacc), and the shorter official certificate program (OCP). For state teacher certification, students should also contact the CT State Department of Education (SDE) for information and/or an analysis of existing certifications in the case of cross-endorsement. Students should use this table as a general guide only and should also consult with their advisors.

<i>If you plan to...</i>	<i>MS</i>	<i>Post-bacc</i>	<i>OCP</i>	<i>see SDE</i>
Teach in public K-12 schools in CT (w/o current certification in another subject area)	*	**		*
Teach in public K-12 schools in CT (w/ current certification in another subject area)	*		*	**
Teach in CT public adult education programs	*		*	**
Teach in community colleges and universities	**			
Teach in private language institutes in the USA	**		*	
Teach English abroad (all types)	**		*	

* = recommended/helpful ** = strongly recommended/required

PROGRAMS IN TESOL AT CENTRAL CONNECTICUT STATE UNIVERSITY

(A) Master of Science in TESOL

For admission to the M.S. program, 3 semester hours of study of a second language is required. Students lacking this background may be admitted provisionally, but will be required to complete the 3 semester hours of second language study before graduation from the program. Non-native speakers of English may use English to satisfy this requirement. Please see the [CCSU Undergraduate and Graduate Catalog](#) and the website of the [Graduate Studies Office](#) for complete details on admissions, financial aid, and other information not listed below.

It is expected that a degree candidate will have control of the English language beyond mere communicative adequacy. It shall be the joint decision of the TESOL faculty whether a degree candidate's control of spoken and/or written English is appropriate to the profession. The faculty will recommend various remedies for any candidate deemed deficient in this area.

Capstone Options: PLAN A and PLAN B

This program offers **two options** both of which require 36 semester hours (s.h.) but differ with respect to capstone requirements:

1. **Plan A:** student opts to write a thesis (3 s.h.), if approved by faculty in the program, and completes 33 s.h. of course work. Student registers for one general elective and for LING 599 Thesis (a thesis handbook is available from the [Graduate Studies Office](#))
2. **Plan B:** student opts to take the Comprehensive Exam and completes 36 s.h. of course work, i.e. student registers for two general electives and takes the Comprehensive Exam (a comprehensive exam handbook is available from the [Graduate Studies Office](#))

THE PLAN "A" THESIS OPTION

The following University requirements apply to any student who, with the approval of his or her advisor, is planning to write a thesis: (1) whenever possible, the student's graduate advisor will serve as the thesis advisor. If the student and the advisor deem it appropriate, another faculty member may serve as thesis advisor. (2) The thesis must be prepared in a style and format appropriate to the discipline (usually APA style for TESOL) and approved by the Dean of Graduate Studies. (3) Students expecting to graduate in May should submit a printed final draft to their advisors no later than March 15. (4) Two copies of the approved thesis and three additional copies of the thesis abstract (not to exceed 500 words) must be submitted to the Graduate Dean by April 15 of the year in which the student plans to graduate; an additional copy of each must be submitted to the

TESOL Coordinator by the same date. Students are advised to refer to the Thesis Handbook, referenced above.

Students who wish to write a thesis are advised that they should possess a special ability to write critical analysis and a personal commitment to the topic selected; any student writing a thesis will be expected to choose a topic which is within one of the areas of interest and specialization of the TESOL faculty. Although the department does not necessarily expect an original contribution to the already existing body of secondary material on the subject, it does require a well written, incisive, and documented study of a clearly defined and focused topic. The principal advisor (first reader) and a second reader must approve the finished thesis, a work of approximately fifty to one hundred word-processed and properly formatted pages.

Before giving permission for a student to register for LING 599 'Thesis', the English Department chairperson will require that the student have an advisor in the TESOL program who is willing to supervise the proposed thesis project; registration must be completed during the regular registration period but no later than the add/drop period of the semester during which the writing of the thesis will begin. Additionally, the student must have completed 18 credits and have a 3.00 or higher. The student must submit a prospectus, signed by the thesis advisor and the second reader, to the TESOL/LING Graduate Committee for its approval. The prospectus is a three- to five-page summary of the proposed project. It should include:

1. a clear statement of topic or purpose of the thesis,
2. a brief account of the current state of knowledge of the subject, including references to some of the most important sources,
3. a description of the methods and procedures to be used,
4. an organizational outline of the study as the student envisions it.

The thesis must be completed within the six-year time limit for the degree. Should it be necessary and where extenuating circumstances warrant, the student may request an extension by submitting a petition to the Dean of the Graduate School. Even with an extension, courses older than eight years usually must be repeated. For each semester with a grade of Incomplete in LING 599, when the student is not registered in any other courses, the student must pay a \$40 continuation fee or withdraw from the program.

THE PLAN "B" COMPREHENSIVE EXAMINATION OPTION

The comprehensive examination is given once each semester; it is not given during the summer. Students should consult the Graduate Catalog and the Graduate Studies Office concerning general requirements and the application procedure. The usual deadlines for applying are October 1 for the Fall examination and February 15 for the Spring examination. Adequate notification of the time and place of the examination will then be sent by the TESOL Coordinator to each applicant. Ordinarily, the Fall examination will be given the first Friday and Saturday in November and the Spring examination will be given the last Friday and Saturday in March. The Friday session will include questions on

TESOL Theory/Second Language Acquisition, TESOL Practice, and Sociolinguistics. The Saturday session will include questions on Phonology and Syntax. On some questions, a choice of topics may be offered, in which case students should be sure to select only one or as directed in the instructions.

Students are advised that course-work alone may not fully prepare them for the examination and that not all course offerings relate directly to the examination. By way of preparation, a candidate may consult copies of past examinations accessible from the Burritt Library's Reserve Room website at:

<http://www.consuls.org/search~S16?/rtesol+shelf/rtesol+shelf/1.1.1.B/frameset~2511633&FF=rtesol+shelf&1,1>

Graduate School requirements for admission to the examination are 24 semester hours of course work completed or in progress, including the LING 598 research course, and a 3.00 GPA. Students who fail the examination may be allowed a second opportunity to pass it during the regular examination times. An application for a second attempt at the examination requires the signatures of the student's advisor and the chairperson of the English Department. A student who fails only one question may be allowed to repeat that question only, whereas a student who fails more than one question must repeat the entire examination. If, after a second attempt at passing the examination, a candidate has not passed at least four questions, the department may require that additional course work be undertaken before any further retakes may be approved. In any case, a third attempt requires the signatures of the student's advisor, the chairperson of the English Department, and the Dean of the Graduate School.

Students who are answering only one question will have the first 90 minutes of the scheduled exam session to finish. They will write questions offered to other candidates on Friday at the Friday session and questions offered to other candidates on Saturday at the Saturday session.

According to Graduate School policy, students are allowed only three attempts. Failure to pass the exam on all of the three attempts results in dismissal and a marking of Fail on the transcript. Failure to show up for an exam for which you have registered counts as a failed attempt, so students who wish to withdraw from taking the exams should do so formally, in writing, no less than 24 hours before the beginning of the exam. Students should consult the graduate catalog for more information on examination policy.

Students enrolled in Plan "B" who fail the comprehensive exam are not permitted to change to Plan "A". Students who have completed all coursework but are planning to take the examination and are not registered in any other courses during the semester of the exam are required to pay a \$40 continuation fee.

COURSES for the MASTER'S DEGREE

TESOL SPECIALIZATION and RESEARCH

Required Course Work (21 s.h.)

LING 400	Linguistic Analysis
LING 496	TESOL Methods
LING 497	Second Language Acquisition
LING 512	Modern Syntax
LING 513	Modern Phonology
LING 515	An Introduction to Sociolinguistics
LING 598	Research in TESOL and Applied Linguistics

Electives (at least one from the following)

LING 530	Topics in Linguistics
LING 533	Second Language Composition
LING 535	Second Language Testing
LING 596	TESOL Practicum

Professional Education (6 s.h.)

One education elective from among the following:

EDF 500	Contemporary Educational Problems
EDF 516	School of Society
EDF 524	Foundations of Contemporary Theories of Curriculum
EDF 525	History of American Education
EDF 538	Politics of Education
EDF 583	Sociological Foundations of Education

And One education elective from among the following (or other 500-level education course approved by advisor):

ED 511	Principles of Curriculum Development
EDF 528	Comparative and International Education
EDSC 556	Instructional Theory and Practice
RDG 503	Developmental Reading in Primary Grades
RDG 504	Middle School Level Literacy Development
RDG 505	Developmental Reading in Secondary Schools
RDG 581	Literacy Instruction for English Learners (<i>recommended</i>)
SPED 501	Education of the Exceptional Learner
SPED 506	Foundations of Language for the Exceptional Child

Capstone and General Electives (6 s.h.)

Either LING 599 (thesis) and one general elective or two general electives at the 500-level, depending on the chosen capstone experience (see page 6 above)

Descriptions of required and elective TESOL courses

See the [Course Catalog](#) for the most up-to-date descriptions of these and other courses.

LING 400 Linguistic Analysis

Intensive analyses (syntactic, morphological, phonological) of selected data from English and other languages. Particular emphasis on developing analytical skills. Fall and Spring.

LING 496 TESOL Methods

Principles, methods, and materials for teaching English to non-English speaking students at all levels. Acquisition and practice of basic language teaching skills. Intercultural communication in the ESOL classroom. Fall and Spring

LING 497 Second Language Acquisition

Major theories of language acquisition and their potential application to language teaching. The theoretical bases of second language learning. Fall and Spring.

LING 512 Modern Syntax

Concepts and formalisms in grammar. Problem solving in English syntax. Contemporary developments in syntactic theory. Fall semesters only.

LING 513 Modern Phonology

Characteristics and organization of sound systems of languages. Special attention to sound system of English and how it fits into universal patterns. Generative and post-generative phonologies. Spring semesters only.

LING 515 An Introduction to Sociolinguistics

An examination of the interlocking nature of language and society, with particular emphasis on sociolinguistics theory and fieldwork. Fall semesters only.

LING 530 Topics in Linguistics

Topics are directly related to linguistics and/or TESOL, including bilingualism. Irregular.

LING 533 Second Language Composition

The psycholinguistics of writing in a second language. Principles, methods, and materials for teaching writing to students of English as a second or foreign language. The second language writing curriculum. Spring semesters only.

LING 535 Second Language Testing

Linguistic and academic assessment of non-native speakers of English. Determination of language dominance and proficiency of bilinguals. Preparation of language tests. Spring semesters only.

LING 596 TESOL Practicum Student will teach ESOL under supervision. Irregular.

LING 598 Research in TESOL

Research topics and methods in TESOL and Applied Linguistics. Fall semesters only.

TRANSFER CREDIT

Up to nine s.h. of graduate credit (usually 3 courses) may be transferred from another program if they are approved by the student's academic advisor and the Dean of the Graduate School. See the Graduate Catalog for full details on transfer policies.

TIME LIMIT

Students have six years (from start to finish) to complete all the requirements for the Master's degree. Applications for an extension of this limit by up to two years can be filed with the Dean of the Graduate School. For Teacher Certification, the State Department of Education policies do not currently enforce time limits.

COURSE SEQUENCING

LING 496 is a prerequisite for LING 596. There are no other formal prerequisites in the MS-TESOL degree program. However, it is strongly recommended that LING 400 be taken before LING 512 and LING 513. It is also recommended that LING 496 and 497 be taken before LING 598.

ADVICE on CHOOSING ELECTIVES

Among the TESOL electives, LING 533 (Second Language Composition), LING 535 (Second Language Testing), LING 530 (Topics in Linguistics), and LING 596 (TESOL Practicum) are recommended options:

1. LING 533 is a particularly good choice for students who plan to teach at the community college level, in an intensive English program, or in public schools.
2. LING 535 is a particularly good choice for students who plan to teach in the public schools or in private language schools.
3. LING 596 is a particularly good choice for students with little or no teaching experience.

General electives should be courses in language or culture, in accordance with the guidelines set by the TESOL professional organization, or additional TESOL or Education electives. Courses used as general electives must carry graduate credit—that is, they must be at the 500-level, and be 3 or more credits. Additionally, they require approval of the academic advisor. General elective courses can be in any of the following fields: Geography, Anthropology, Philosophy, History (e.g. HIST 540, 545, 560, 570), International Studies (e.g., IS 570, 571), Modern Languages (e.g., ITAL 588, FR 588, Span 588), Education, or other relevant fields. Recently, the Reading Department has begun offering a particularly useful course for those going into public school teaching: RDG 581, Literacy Instruction for English Learners.

**(B) Post-Baccalaureate K12 Teacher Certification in
TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)**

Post-Baccalaureate Non-Degree Teacher Certification Program

This program leads to initial (first-time) teacher certification by the State of Connecticut. As is apparent in the following checklist of courses required for this non-degree post-baccalaureate program, there are many requirements, some of which overlap substantially with the Master's degree courses. While CCSU allows students to be enrolled in only ONE program at a time, courses can count toward both programs, if a student enrolls in both sequentially. Initial certification as a school teacher normally requires at least three years of full-time study in a post-bacc program. In contrast, candidates seeking cross-endorsement of an existing teacher certificate or adult-education teacher certification should contact the CT State Department of Education directly. Once a list of requirements is obtained, the TESOL Program Coordinator can assist you in identifying the courses that will satisfy the State's requirements.

Pre-K-12 TESOL Teacher Certification

(See the university catalog for descriptions on non-TESOL courses)

1. General Education: 39 s.h.

At least 3 s.h. each in 5 of the following 6 areas:

English _____	Natural Sciences _____
Mathematics _____	Social Studies _____
World Languages _____	Fine Arts _____

Included in these must be a course in developmental psychology (such as Psych 236) and one survey course in American History (such as Hist 161 or 162)

2. Bilingualism, Foreign Language, or Literacy Development:

9 s.h. chosen from among the following options:

- Courses in a second or foreign language (Spanish, French, German, Arabic, etc.)
- Courses in Bilingualism and Bilingual Education (LING 430/530 on this topic)
- Courses in Literacy Development (RDG 581, RDG 506, RDG 440, or equivalent)

3. TESOL Specialization: 30 s.h.

A. English Syntax and Composition: 3-12 s.h.

Possible courses include the structure of English as a human language (LING 512 and 513), history of the English language (LING 431), some topics courses in linguistics (LING 430/530), advanced composition (ENG 401), and surveys of literature.

B. Language Theory: 6-9 s.h.

Required courses under this category are LING 400 (Linguistic Analysis) and LING 497 (SLA). Possible additional courses include LING 512, 513, 515, and 598.

C. Culture and intergroup relations: 3-9 s.h.

Possible courses include LING 515 (Introduction to Sociolinguistics), EDF 528 (Comparative International Education), and EDF 583 (Sociology of Education).

D. Linguistic and academic assessment of limited-English-proficient students: 3 s.h.

The required course in this area is LING 535 (Second Language Testing)

E. Curriculum and methods of teaching: 6-9 s.h.

Required courses include LING 496 (TESOL Methods) and LING 533 (Second Language Composition). Possible additional courses include LING 430/530 on a relevant topic, RDG 581, and LING 596.

4. Professional Education: 25 s.h.

Admission to the Professional Preparation Program as a Teacher Candidate is required prior to taking these courses.

A. Foundations of education: 3 s.h., EDF 500 or 516

B. Educational Technology: 1 s.h., EDT 315

C. Special Education: 3 s.h., SPED 501 or equivalent

D. Educational Psychology: 3 s.h., EDTE 316 (*pre-requisite for EDSC 425*)

E. Curriculum and methods of teaching: 3 s.h., EDSC 425 (*taken after EDTE 316*)

F. Student Teaching: 12 s.h., EDSC 412 (Student Teaching, TESOL K-12)

Admission to the Professional Preparation Program

Post-baccalaureate teacher certification students are eligible to apply for admission to the Professional Preparation Program when they have completed or during the current semester are going to complete 15 s.h. of specifically TESOL content courses, including Linguistics 496. Application packets may be obtained from the School of Education. Because a two-semester sequence of professional education courses (EDTE 316 and EDSC 425) is required before the full semester of student teaching, you must apply for candidacy in the professional program no later than three semesters before your planned student teaching semester. Ask your advisor if you are unsure about these requirements and sequencing.

Standardized Tests

The Connecticut State Department of Education requires passing scores on two standardized tests for initial licensure as a TESOL teacher. The first, the Praxis Core, is required before applying to the Professional Preparation Program (a waiver is also possible based on a high SAT score). The second, the Praxis II in ESOL, is required before certification. The policies and requirements of the CT SDE for certification are subject to change and are not within the control of CCSU or our program.

(C) Graduate-level Official Certificate Program in TESOL (the OCP)

This non-degree program is at the graduate level and provides interested candidates with an opportunity for further professional development. The program also affords candidates who are interested in establishing a foundation in TESOL without going through a rigorous Master's program an opportunity to do so. This program does not grant State of Connecticut Teaching Certification in TESOL and does not grant a Master's degree. However, the courses provide a basic framework in TESOL theories and methods, which could be particularly useful to experienced teachers in other fields and to inexperienced teachers who wish to teach abroad or to do some volunteer tutoring. Due to recent changes in federal policy, students in this program are no longer eligible for many forms of financial aid.

The program requires a total of 12 s.h.:

Required Course Work (9 s.h.)

LING 400 Linguistic Analysis

LING 496 TESOL Methods

LING 497 Second Language Acquisition.

One Elective (from the following)

LING 515 Introduction to Sociolinguistics

LING 533 Second Language Composition

LING 535 Second Language Testing

LING 596 TESOL Practicum

LING 598 TESOL Research Methods

Or an approved substitute elective

(D) Undergraduate Minors in TESOL and Linguistics

TESOL Minor: 21 s.h. *For students completing elementary or secondary certificates ONLY*

Required Courses (12 s.h.):

LING 200, LING 230, LING 496, and LING 497

Directed Electives (9 s.h.):

LING 312, LING 313, LING 400, LING 430, LING 431, SOC 322/LTN 322, ANTH 170, and ANTH 352

Descriptive Linguistics Minor: 21 s.h.

Required Courses (12 s.h.):

LING 200, LING 230, LING 300, and LING 400

Directed Electives (9 s.h.):

LING 312, LING 313, LING 430, LING 431, and LING 497