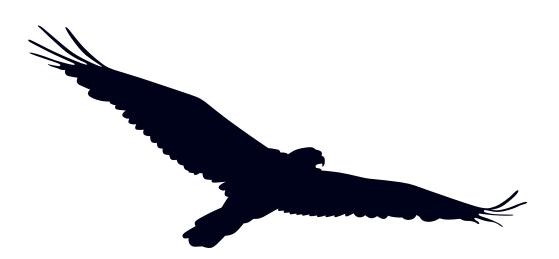# Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics

Department of English

2019-2020
Updated as of August 29, 2019

Teaching English to Speakers of Other Languages (TESOL) and Applied Linguistics

Department of English
Graduate Studies Office
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Program Website: http://www.iup.edu/english/grad/tesol-ma/

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Welcome

The M.A. in TESOL and Applied Linguistics welcomes prospective professionals in the areas of TESOL (Teaching English to Speakers of Other Languages) and Applied Linguistics from the US and abroad. The program is designed to enrich students' understanding of praxis in TESOL and Applied Linguistics with particular foci in the areas of teaching English as a global language, teaching methodological approaches focused on English as an international language, second language acquisition, critical pedagogy, materials and curriculum development in worldwide contexts, cross-cultural and multicultural communication and pedagogy, critical and democratic assessment, observation of teaching as a professional endeavor, practicum experience, and research methods in TESOL and Applied Linguistics.

The Program has a rich history of over thirty years of academic excellence and professional accomplishments. It has awarded degrees to students from over forty countries. Its students and alumni have held leadership positions in TESOL and Applied Linguistics programs worldwide. Many have gone on to pursue doctoral degrees in institutions both domestically and globally. Others have become distinguished teachers, curriculum and materials designers, and program directors around the world.

The MA TESOL and Applied Linguistic Faculty includes professionals with established academic, publication, and leadership records as well as with significant TESOL and Applied Linguistics experience. We serve as role models who provide expert professional guidance to our students. Many of us have held leadership positions in TESOL, AAAL, AERA, and other professional organizations. We are also among the founders and greatest supporters of our local Three Rivers TESOL Organization. For more information on faculty teaching and research areas of focus, please visit the faculty websites at www.iup.edu/English.

With its significant historical and current accomplishments, with its diverse and highly motivated student body, and with its dedicated and distinguished faculty, the MA TESOL and Applied Linguistics program provides a friendly atmosphere of intellectual creativity and teacher-student collaboration that foster career and professional excellence.

The Indiana Community and Beyond

IUP is located in Indiana, Pennsylvania, 55 miles northeast of Pittsburgh, in the foothills of the beautiful Allegheny Mountains. Therefore, it offers much of the best of both small town and city life. With a population of about 35,000, Indiana and its neighboring small towns are quiet and picturesque, with several nearby natural areas and state parks that provide opportunities for hiking, camping, boating, and fishing. The Indiana area is rich in culture from its history of mining to its most famous son, Hollywood film legend Jimmy Stewart. The local economy is based primarily on energy resources, health care, education, finance, and other service industries.

Although it is a small town, Indiana has many places to explore off campus. Indiana's bustling Philadelphia Street has many restaurants, including Tandoor Indian Cuisine, H.B. Culpeppers, Cozumel

Mexican Restaurant, Hookah Bookah and The Coney. Along with these great restaurants, Indiana also has a mall, a movie theater, and other small shops.

There are other attractions near Indiana, PA as well, such as Frank Lloyd Wright's world-famous Fallingwater, which is a 90-minute car trip from IUP, near some of the best whitewater rafting in the region. Nearby Pittsburgh offers students opportunities to enjoy all that a large, rejuvenated American city has to offer. From the Strip District, with its bustling, open-air warehouse food markets; to the Bohemian coffee shops; to the fine and ethnic restaurants; to the internationally known art museums,

Statement Against Discriminatory Practices

The Indiana University of Pennsylvania Master's in TESOL program is committed to promoting equal opportunity and does not tolerate discriminatory practices of employers. As such, the program does not condone applying to positions which explicitly exclude hiring non-native English speaking teachers. Therefore, students in our graduate certificate program will not be encouraged to apply for any positions with such discriminatory qualifications. It is our hope that all students of the Master's in TESOL programs will continue to consider and combat the discriminatory native versus non-native English speaking teacher dichotomy as they pursue positions in the TESOL field.

IUP's Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for Academic Success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community; myself, my university, the nation, and the world.

Students

Many of the students enrolled in our M.A. in TESOL and Applied Linguistics program, along with an equal number of alumni, hold teaching positions at academic institutions throughout the world. This diverse student population creates opportunities to learn about composition, language, and literacy in different educational settings and cultures. At the end of the degree program, many of our students return to their home institutions as tenure-track faculty. Our graduates go on to publish, speak at conferences, and lead workshops.

Faculty

Our program's faculty members are teacher–scholars. They teach undergraduate as well as masters and doctoral courses. They have written books used in graduate programs and have been published by scholarly presses: Heinemann Boynton/Cook, Cambridge University Press, the National Council of Teachers of English, Hampton Press, TESOL Publications, and the University of Michigan Press. You will find their names in journals such as *College Composition and Communication, Computers and Composition, English Journal, English Teaching Forum, Journal of Adolescent and Adult Literacy, Journal of Reading, The Language*

2005-2011 for work on scientific inquiry, representation and assessment in the field of microbiology, and a 2009 grant from the US Department of Education for the enhancement of science reading collections in the Pittsburgh School District. Dr. Hanauer is a Professor of English at Indiana University of Pennsylvania and the Assessment Coordinator and educational researcher in the PHIRE (Phage Hunting Integrating Research and Education) Program in the Hatfull Laboratory, Pittsburgh Bacteriophage Institute at the University of Pittsburgh. Dr. Hanauer is co-editor of the *Language Studies, Science and Engineering* book series with John Benjamins and associate editor of the journal *Linguistics and Education* from Elsevier.

Selected Publications:

Hanauer, D. I. (2016). Beauty judgments of non-professional poetry: Regression analyses of authorial attribution, emotional response and perceived writing quality. *Scientific Study of Literature, 5*(2), 183-199.

Hanauer, D. I. (2015). Measuring voice in poetry written by second language learners. *Written Communication, 32*(1), 66-86.

Hanauer, D. I. (2014). Being in the Second Iraq War: A poetic ethnography. *Qualitative Inquiry, 21*(1): 83-106.

Hanauer, D. I. (2014). Appreciating the beauty of second language poetry writing. In D. Disney (ed.) *Exploring Second Language Creative Writing* (pp. 11-22). Amsterdam: John Benjamins.

Hanauer, D., & Englander, K. (2013). *Scientific Writing in a Second Language*. West Lafayette: Parlor Press

Hanauer, D., & Englander, K. (2011). Quantifying the burden of writing research articles in a second language: Data from Mexican scientists. *Written Communication, 28*(4) 403–416.

Hanauer, D. (2011). The discursive construction of the separation wall at Abu Dis: Graffiti as political discourse. *Journal of Language and Politics.*

Hanauer, D. (2011). The scientific study of poetic writing. *The Scientific Study of Literature*, *1*(1), 79-87.

Hanauer, D. (2010). *Poetry as Research: Exploring Second Language Poetry Writing.* Amsterdam: John Benjamins.

Hanauer, D., Hatfull, G., & Jacobs-Sera, D. (2009). *Active Assessment: Assessing Scientific Inquiry.* New York: Springer.

Gloria Park, Ph.D.
Gloria Park completed her Ph.D. in 2006 with a dissertation entitled, *"Unsilencing the Silenced: The Journeys of Five East Asian Women Teacher Candidates in US TESOL Programs"* at the University of Maryland, College Park. Her dissertation work won the Promising Researcher Dissertation Fellowship (2004-2006) from University of Maryland, College of Education. Her publications have appeared in *ELT Journal, Journal of Language Identity and Education, TESOL Quarterly, TESOL Journal, Race, Ethnicity, and Education* and *TESOL Publication Series in Community College Teaching and Second Language Writing.* She is currently serving on the Editorial Advisory Board of the TESOL Journal and serving as an associate editor for the *International*

Journal of Innovation in English Language Teaching and Research. Her teaching and research interests focus on teachers' narratives, qualitative research, classroom research, World Englishes scholarship, and critical pedagogy issues in second language teacher education.

has also written for professional journals and presented at over 100 conferences. Her most recent research focuses on technology in education, language assessment, design principles in education, the ecology of the classroom, and conversational analysis. Her professional leadership activities include serving as Three Rivers TESOL President, TESOL Teacher Education Interest Section Chair, co-founder of the TESOL Graduate Student Forum, IUP ALI Curriculum Coordinator, and MA TESOL Curriculum Coordinator. In 2010, she received Three Rivers TESOL's distinguished educator award.

Selected Publications:

Widodo, H., & Savova, L. (Eds.). (2010). *The Lincom guide to materials design in ELT.* Lincom Europa, Germany.

Savova, L. (Ed.). (2009). *Effective use of textbooks.* Washington, DC: TESOL Publishers.

Savova, L. (2008-2011). *TESOL Classroom Practice Series.* Series Editor. Jointly with M. Dantas-Whitney and S. Rilling. Participated in the series conceptual design, organization, manuscript management and editing. Worked from 2008 until 2011 on 15 volumes on Pragmatics (2), Listening, Speaking, Reading, Writing, Language Games, Diverse Classrooms, Integrating Language and Content, Authenticity (2), Classroom Management, Textbooks, Adult Language Learners, and Task-Based Learning.

Savova, L. (2009). Authentic tasks for effective learning: When is an apple not an apple. In M. Dantas, & S. Rilling (Eds.), *Authenticity: Children and adolescent learners* (pp. 59–71). Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Savova, L. (2006). A local approach to global English: A Bulgarian EFL model based on international children's culture. In M. Dolitsky, M. McClosky, & J. Orr (Eds.), *Teaching English as a foreign language in primary school.* Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Savova, L. (2003). Grammar conversations: Educating teachers about grammar discourses. In D. Liu & P. Master (Eds.), *Grammar teaching in teacher education.* Bloomington, IL: Teachers of English to Speakers of Other Languages, Inc.

Admission

IUP Institutional Requirements

To learn about graduate admissions at IUP in general, candidates to the MA in TESOL program should go to the Graduate Admissions website: www.iup.edu/admissions/graduate/

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Candidates with strong academic records but with backgrounds in other disciplines may be admitted conditionally pending completion of ENGL 526 ESL Methods and Materials.
Candidates are not required to take the Graduate Record Examination (GRE), but may submit it to bolster their applications.
Candidates who are speakers of English as a second language are required to submit with their applications a minimum **TOEFL score of 570** paper-based (PBT), or **88** internet-based (iBT), and a minimum **TWE** (Test of Written English) score of **4.5.**

Academic Advisement

- o *All incoming MA TESOL students will initially be advised by the current MA TESOL program coordinator. Students electing to write a thesis will then work with the current program coordinator and other MA TESOL faculty to determine which faculty member will best serve as a thesis director.*

Campus Resources & Student Support
The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/graduatestudies/catalog/
Office of the Bursar: www.iup.edu/bursar/
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/

D. OPEN ELECTIVES (6 S.H.)

Six additional semester hours of electives approved by the Director of Graduate Studies in Composition & TESOL. These semester hours may be taken outside of the English Department.

(Students who elect to write a Thesis will take six hours of Thesis credit (ENGL 795) in place of their open electives.)

Transfer Credit Policy

The MA TESOL program generally does not accept transfer credits.

Course Descriptions

ENGL 625 Introduction to TESOL

Introduces key concepts in teaching English as a second or foreign language. Offers a broad introduction to the knowledge and skills needed to become a professional teacher of ESL or EFL and prepares students for the remainder of the M.A./TESOL program. Students are expected to improve their language ability as well as their research and presentation skills in this course. Required for M.A./TESOL students in their first semester.

ENGL 644 TESOL Methodology, Materials, and Instructional Technology

This course surveys current theory and practice in teaching English to non-native speakers around the world. It includes traditional and innovative approaches to integrating instructional technology and multimedia, designing classroom materials for specific purposes, and preparing procedures for teaching all language skills at various educational levels. This is meant to heighten the awareness of unequal social hierarchies that may be embedded in approaches, materials and media used in the classroom. Required for M.A./TESOL students in their first semester.

ENGL 649 Introduction to Research in Applied Linguistics and TESOL

The aim of this course is to explore the basic concepts and methods of conducting and reading research. The course will use a textbook to introduce these basic concepts and will practice their usage wier cogi.

ENGL 703/803 Language and Cognition

1. An MA thesis provides a serious introduction into the world of academic scholarship and provides a basis for initial conference presentation and research publication. This grounding in research is becoming increasingly important to educational practice across the world.
2. In the increasingly research-based environment of higher education, many college and university positions require research experience and publication as a prerequisite for the application for work.
3. Having completed a research based MA Thesis is sometimes a prerequisite for entry into a Ph.D. program in applied linguistics.

Aims of an M.A. Thesis

An MA Thesis is an extended research project that creates new knowledge and makes a contribution to the field of language studies. By definition an MA Thesis involves acting research (qualitative, quantitative or theoretical) according to the accepted guidelines of disciplinary practice with the aim of producing knowledge. The aim for students within the MA TESOL program is that their research will be valuable to the fields of TESOL, applied linguistics and educational linguistics and be publishable within one of the academic outlets in the field.

The Scope of the MA Thesis

Timeline of Thesis

TIME	Course	Aims and Outcomes
Fall Semester-First Year	ENGL 649 – Introduction to Research in TESOL & Applied Linguistics	Developing a basic understanding of research Initial writing of an MA thesis proposal
Spring Semester-First Year	ENGL 749 Advanced Research Seminar	Writing of MA Thesis Proposal Formation of thesis committee Approval of Thesis proposal Completion and submission of an IRB
Summer months- First Year	Individual learning: Reading required and specified research books	Deepening understanding of research and specific research methods
Fall and Spring Semesters – Second year	Supervised research	Data collection Data Analysis Thesis Writing Thesis defense

Format of the M.A. Thesis

Your thesis must follow the American Psychological Association Style Manual (latest edition) and conform to any requirements of the graduate school at Indiana University of Pennsylvania. The Thesis-Disseration Manual can be downloaded as a PDF file at http://www.iup.edu/thesismanual/default.aspx

An MA Thesis often (though not always) includes the following chapters and sections:

Title page (as defined in grad school requirements)

Abstract

Acknowledgements

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List of Tables and Figures

Chapter 1: Introduction to Thesis:

An introduction that places the thesis in a broader disciplinary context. Sections within this chapter include - a statement of the problem, why this problem is significant, how it relates to current disciplinary thinking and the wider world, social issues, a brief description of the approach taken in the study in addressing the central issue, a statement of the research questions directing this study and a clear outline of the organization of the study.

Chapter 2: Literature Review:

This chapter explores current disciplinary knowledge concerning the proposed study. The aim of this literature review is to specify what we currently know about the issues at the center of the thesis and areas in which the current study can make a clear contribution. The chapter needs to address all relevant existing knowledge concerning the area of research being studied. The existing literature needs to be presented in a manner that contributes to the understanding of why the current study is needed and what the backdrop for the existing study is.

Chapter 3: Methodology:

This chapter explains how your study is to be conducted. Specifically, it outlines the general research approach, the participants, the tools that will be used, the procedure followed and methods of data analysis. Someone reading this chapter should be able to follow exactly how your study was conducted and be able to replicate the study if necessary.

Chapter 4: Results:

This chapter describes the results of the study and presents these results in a logical and consistent manner. This chapter should include any descriptive or inferential statistics that were used, qualitative coding systems with examples and appropriate visual and graphic organizers so that the results of the study can be properly understood. The chapter must have a summary of findings that directly address the research questions that have been posed.

Chapter 5: Discussion, Conclusion and Ramifications

The final chapter discusses the found results in relation to current disciplinary literature and the broader field of action in the world and social settings. This final chapter should establish what the study's findings are and what they mean for the disciplines of TESOL, applied linguistics and educational linguistics. This chapter should present some concrete ramifications for action to be taken, whether in relation to pedagogical activity, disciplinary research or real world social contexts. The last chapter should also discuss the limitations of the study conducted and future actions that need to be taken.

References

Appendices

Students are eligible for a thesis defense only if they have completed necessary course work with a 3.5 GPA or higher, have sufficient time to complete and defend the thesis before reaching the 5-year limit for completing the degree, and have an approved Research Topic Approval form on file with the Graduate School. All students who have completed coursework are required to maintain Continuous Enrollment during the thesis writing period.

Criteria for Evaluation

During the thesis defense meeting the student will demonstrate a sound argument for the need for the study, breadth of knowledge of the field and relevant sub-fields, a clear focus and organization, and excellent writing. The committee will evaluate the student's oral and written performance. The committee will suggest revisions and send those revisions to the student and the thesis director.

Effective fall 2017 for all students -- Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

Ongoing Dissertation and Thesis students admitted "prior" to fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the finarovl bm. "E

Some Readings Suggested for Incoming Students

All entering MATESOL students should read <u>one or more</u> of the following before they begin the program:

Alsagoff, L., McKay, S., Hu, G., & Renandya, W. (2012). *Principles and practices for teaching English as an international language.* (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.

Casanave, C., & Li, X. (2008). *Learning the literacy practices of graduate school: Insiders' reflections on academic enculturation.* The University of Michigan Press.

Deckert S. & Vickers, C. (2011). *An introduction to sociolinguistics: Society and identity.* London/New York: Continuum International Publishing Group.

Hanauer, D. (2010). *Poetry as research: Exploring second language poetry writing.* Amsterdam: John Benjamins.

Hanauer, D. (2011). Meaningful literacy: Writing poetry in the language classroom. *Language Teaching: Surveys and Studies.*

Johnson, K., & Golombek, P. (2010). *Research on second language teacher education: A sociocultural perspectives on professional development.* (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.

Kumaravadivelu, B. (2005). *Understanding language teaching: From method to post-method.* New Jersey: Lawrence Erlbaum.

Kumaravadivelu, B. (2007). *Cultural globalization and language education.* New Jersey: Lawrence Erlbaum.

Kumaravadivelu, B. (2011). *Language teacher education for a global society: A modular model for knowing, analyzing, recognizing, doing, and seeing.* (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.

Nunan, D., & Choi, J. (2010). *Language and culture: Reflective narrative and the emerging identity.* (ESL and Applied Linguistics Professional Series). New York: Routledge, Taylor Francis Group.

Park, G. (2013). Situating the discourses of Privilege and Marginalization in the lives of two East Asian women teachers of English. *Race, Ethnicity and Education.*

Park, G. (2012). Critical perspectives on English language teaching and research: A push toward

University Policy and Procedure

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact the MA TESOL program coordinator or the School of Graduate

exceeded. There is no separation between completions of course work, internship or practicum and initiation of dissertation or thesis credit registration.

Once the student has registered for the number of dissertation credits required by the program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one dissertation or one thesis credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or masters student.

All dissertation and thesis credits will be pass/fail credits. Students must complete the minimum number of dissertation or masters thesis credits required by their program, but may take additional dissertation or thesis credits as is necessary to comply with the Continuous Graduate Registration for Dissertation and Thesis policy.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

***Note: Admissions prior to fall 2017:** doctoral dissertation students and MFA thesis students beginning the program "prior" to fall 2017 will follow the former Continuous Dissertation, MFA Credit, Extended Credit Registration policy which applies to doctoral and MFA students only.

Following completion of all course, language, and skill requirements and of the comprehensive examination requirement where applicable, doctoral and M.F.A. students must enroll for at least one credit of dissertation or thesis each semester (Fall/Spring).

Once the student has registered for the number of dissertation credits required by their program of study (typically nine or twelve), or the number of thesis credits required by their program of study (typically three to six), she or he must register for one extended credit each semester (Fall and Spring) annually through the graduation of the student or until the time limit is exceeded (See Time Limitation Policy for doctoral or master's students). For this period, the student will be considered a full-time doctoral or M.F.A. student.

Until the dissertation or thesis is successfully defended, a grade of "R" will be assigned to each registered credit. Upon successful completion of the dissertation or thesis, the grade assigned by the dissertation or thesis director will apply to all registered dissertation or thesis credits, including the extended credits. Students must pay tuition and mandatory university fees for all credits (equal to the part-time mandatory fees), and may choose to pay the Wellness Fee.

Grades earned for dissertation and thesis credits will remain part of the cumulative grade calculation; however, grades posted for extended credit registration will be excluded from

investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.**

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy: Candidacy/Comprehensive Examination

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research Dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research.

Registration
http://www.iup.edu/registrar/students/registration/

For more information regarding registration and tuition billing, please contact the Office of the Bursar: www.iup.edu/bursar/

Social Equity
The Office of Social Equity: www.iup.edu/socialequity/

For more information regarding University policy, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Student Conduct
Policies from the Office of Student Conduct: www.iup.edu/studentconduct/policies/
(IUP Email Communication Policy, Student Behavior Regulations, The Source, Student Rights and Responsibilities, etc.)

Time Limitations

Masters students must complete degree requirements no later than five years from the date of earning or transferring credit, unless the period is extended through student petition. Petitions are approved by the student's department and the dean of the School of Graduate Studies and Research.

For more information regarding School of Graduate Studies and Research policy on registration, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

A student dismissed from a program because of time-to-degree expiration (see Time Limitations policy) can appeal the decision to   the Dean of the School of Graduate Studies and Research (SGSR), based on policy and/or procedural violations. The appeal can be based only on policy/procedural violations.

*The appeal must be made in writing to the Dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violations(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the Dean of the SGSR **within 30 days** of receipt of the dismissal letter.*

*Upon receipt of the written appeal to the Dean of the SGSR will conduct an investigation of the allegation, review the documentation and render a final decision **which completes the appeal process. The final decision rendered by the Dean of the SGSR may not be appealed.***

If it is found that policy/and/or procedure has been violated, the Dean of the SGSR will rescind the dismissal.

    a.   *Masters student time limitation (see Time Limitations policy) may be extended through student petition to the Assistant Dean of the SGSR. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation to justify the request for the extension and the amount of time will be required by the Dean (or designee) of SGSR to support the request.*

    b.   *Doctoral candidate time limitation (see Time Limitations policy) may be extended through student petition. The program coordinator on behalf of the student, no later than the first day of the month of the student's time-to-degree expiration date, makes the request to the Dean (or designee) of the SGSR. The request must include justification for the extension. Official documentation will be required to justify the requests for the extension and amount of time by the Dean (or designee) of the SGSR to support the request.*

       No time extensions are considered for doctoral students unless all degree requirements other than dissertation (including the approval of the research topic and IRB, if needed) have been completed by the expiration of the seven-year time limit (see Time Limitations policy).

that may be supported include: serving as a moderator, discussant, or session chair at a disciplinary conference; leadership activities related to professional or disciplinary associations; or other activities that require active participation by graduate students leading to their professional development. Support to individual students will not exceed $300 per academic year.

Outstanding Graduate Student Researchers

This award recognizes graduate students who have completed what their academic departments believe to be outstanding research projects. Three to five $100 awards are made to graduate students each spring. These awards are competitive and open to graduate students nominated by faculty advisors from departments that offer graduate programs. For applications, please view SGSR at http://www.iup.edu/research.

Department/Program Awards

There are a number of awards potentially available for MA TESOL students. Please see http://www.iup.edu/english/grad/literature-ma/additional-resources/graduate-student-awards/ for more details.

Student Rights and Responsibilities

For more information regarding student rights and responsibilities, view the Graduate Catalog: www.iup.edu/graduatestudies/catalog/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

_____
Print Name