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**Programme Specification**

**Title of Course: Applied Linguistics for TESOL**

**Date Specification Produced: December 2012**

**Date Specification Last Revised: May 2020**

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content of each module can be found in the Course Handbook on Canvas and in individual Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | Applied Linguistics for TESOL |
| **Awarding Institution:** | Kingston University |
| **Teaching Institution:** | Kingston University |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | N/A |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

The MA Applied Linguistics for Teaching English to Speakers of Other Languages (TESOL) is a programme which explores the practical applications of applied linguistics and is aimed at postgraduate students with or without language teaching experience. It will appeal to both native and non-native speakers of English who intend to develop their careers in language teaching, consultancy or research. Students graduating from the MA in Applied Linguistics for TESOL will have the qualifications, skills and knowledge to enable them to develop their teaching career in a number of contexts in the UK and apply for positions outside the UK. This programme offers a unique feature: one of the dissertation pathways enables students to develop as reflective practitioners by reflecting on their experience of gaining a professional teaching qualification (either CELTA or CLTA) as part of the programme.

The programme enables students to gain insights into the theory and practice of language learning and teaching. It has a strong focus on experiential learning which includes class observation, language learning and micro-teaching to encourage the linking of theory and practice. There is a range of core and optional modules that allow students to focus on a variety of aspects of applied linguistics according to their interests. Students are supported in their studies by a personal tutor who will help students to individualise their learning experience on the programme. In the final part of the programme students are required to undertake an original piece of research in the form of a dissertation project which is supported by a set of interactive lectures on research methods, qualitative and quantitative, and regular meetings with an allocated supervisor.

The programme is hosted by the Department of Humanities, which is situated in the School of Arts, Culture and Communication. The English Language and Linguistics team will also draw on the expertise of other colleagues/applied linguists within the department. Academic staff who teach on this programme are all actively engaged in teaching language or applied linguistics and have a range of research interests within the following areas which include: second language acquisition, language aptitude, sociolinguistics, syllabus design and materials development, use of technology for language learning and teaching, academic literacy, critical discourse analysis, English for Specific Academic Purposes (ESAP) and language testing.

The special features of this course include:

* a clear focus on the practical application of applied linguistics;
* a distinctive dissertation option which encourages critical reflection on language teacher training;
* core modules which introduce the conceptual foundations of the subject, and optional modules which cover topics that allow students to develop their own paths of enquiry;
* observations of teachers in practice to gain a deeper understanding of classroom management and language teaching pedagogy;
* opportunities for students to design and use teaching materials;
* employability skills such as criticality and advanced oral and written communication are embedded into the course which are relevant to not only language teaching, but to teaching related professions;
* research skills from both qualitative and quantitative perspectives;
* a personal tutor scheme which ensures students receive one to one contact with a tutor for academic and personal support;

The course includes an integrated work placement or placements, which enables students to further develop their professional skills and enhance their employability. From the start of the course, students will begin to work to secure (a) placement(s) suitable for their course and career, supported and advised by the Careers and Employability Services team and the Professional Placement Module Leader. Workshops are provided on CV creation, interview techniques and placement searching, with drop-in sessions to provide additional support. In order to take the Professional Placement module, students need to have arranged a placement, approved by the Course Leader, by the end the preceding teaching block. Students undertake the placement either before the final module, or following the completion of the final module. During the placement students will be supervised (online) by a tutor who, if possible, will visit during the placement. Depending on the location of the placement, meetings might take place face-to-face or via video conferencing platforms.  The placement module will make use of the Virtual Learning Environment (VLE) Canvas for communication and dissemination of information between students and staff as well as making online learning materials available. Students will be required to keep a critical diary of the tasks and duties undertaken during their placement, to provide a framework for a reflective essay and work placement report, which is submitted for assessment at the end of the placement. They will also assemble and collate samples of work and evidence of achievement produced during their placement which will also be submitted for assessment. Placement providers will be asked to appraise the students’ work and this feedback will be made available to the student. The placement module will be assessed on a pass/fail basis.

This integrated placement(s) provides students with a valuable opportunity to apply and develop their knowledge and skills in a professional working environment, enabling them to deepen their knowledge of the industry, develop their self-confidence, and strengthen their CV. Students undertaking placement activities are in a stronger position to gain the skills and experience which are valued by employers.

1. **Aims of the Programme**

The general aims of this programme are to:

* develop students’ understanding of language systems and apply these to language teaching contexts;
* provide students with a broad knowledge and in depth understanding of key theories, concepts and debates in language learning issues;
* develop the critical and analytical skills necessary to engage with and critically reflect upon the literature and professional practice in language teaching and learning;
* encourage and support the development of advanced critical skills through the period of study, both within the classroom setting, and during guided, independent study for the assessment and dissertation research project;
* provide opportunities for professional development through micro-teaching, class observations and networking.
* The 2-year programme with integrated placement(s) also provides students with an opportunity to enhance their professional skills, preparing them for higher levels of employment, further study and lifelong learning

*Formal Aims of each exit qualification:*

This programme has three exit levels: **Postgraduate Certificate (PgCert), Postgraduate Diploma (PgDip) and Masters.**

In the **PgCert** students are introduced to applied linguistics for TESOL, approach their study in a critical manner, and develop basic teaching skills.

In the **PgDip** students build upon their knowledge and understanding of applied linguistics for TESOL, develop a deeper critical awareness of their field of study, and continue to develop basic teaching skills.

In the **Masters** students develop a greater understanding and knowledge of applied linguistics for TESOL and demonstrate their independent, critical, analytical and reflective skills through a dissertation and/or critical reflection on teaching practice.

Successful completion of the Dissertation Module demonstrates successful progression through the PgCert and PgDip levels.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the QAA Master’s Degree Characteristics, the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014 and the QAA subject benchmark statements for Linguistics; and relate to the typical student.

At the end of the programme students will be able to:

* PgCert: demonstrate knowledge and understanding of applied linguistics for TESOL, linguistic terminology, and application of language teaching theories and methodologies to a language learning context,
* PgDip: demonstrate in-depth analysis and critical reflection of a range of theoretical standpoints and research studies, and the debates therein, and their application to language teaching,
* Masters: demonstrate ability to undertake primary research through an extended research project which draws together the concepts and theories of the programme, or demonstrate ability to incorporate theory and practice through critical reflection based on practical teaching experience,
* Masters: demonstrate ability to communicate cogent and complex ideas, based on independent study and self-reflection, to tutors and peers.

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills**  **On completion of the course students will be able to:** |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Review current literature, concepts, theories and debates within applied linguistics | B1 | Demonstrate understanding and reflection of conceptual issues and debates within the applied linguistics and language teaching fields and the application to practical situations | C1 | Create and use authentic and collated teaching materials and deliver lessons in a simulated classroom environment |
| A2 | Understand key theories, practice, and application in language teaching and learning (the nature of LT, assessment, intervention methods and strategies, evaluation, and skills) | B2 | Demonstrate ability to synthesize information from a variety of sources and incorporate into spoken and written work | C2 | Independently plan and teach a sequence of lessons within a syllabus in line with learning outcomes |
| A3 | Apply research methods, concepts, and data analysis techniques to enable demonstration of in-depth knowledge and understanding of applied linguistics for language teaching and/or critical reflection on practice | B3 | Collect primary and secondary quantitative and qualitative data and use appropriately within the context of language teaching | C3 | Consider and reflect on their own personal, professional and academic progress and develop personally, professionally and academically, as a result |
| A4 | Explore epistemological issues with regard to their chosen area of independent study | B4 | Demonstrate the ability to work independently and manage independent research, with regard to planning, execution and delivery of productive work | C4 | Request and use support and supervision provided by the teaching team and the University generally |
|  |  |  |  | C5 | Demonstrate professional skills (including self-presentation, communication, interpersonal/teamwork, research and information literacy, numeracy, time-management and project-planning, management and leadership skills, and ethical practice). |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of Key Skills as follows:

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| **Key Skills** | | | | | | |
| **Self-Awareness Skills** | **Communication Skills** | **Interpersonal Skills** | **Research and information Literacy Skills** | **Numeracy Skills** | **Management & Leadership Skills** | **Creativity and Problem Solving Skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are: a second class degree or above, or equivalent relevant experience

A minimum IELTS score of 6.5 (min 6.0 in writing and 6.0 in reading, 5.5 in the other elements), TOEFLiBT 88 (min 20 in writing and R18, L17, S20), PTE 61 (min 56 in Writing and 51 in the other elements) or equivalent is required for those for whom English is not their first language.

*Admissions procedures*

The Admissions Tutor will normally consider all applications in the first instance. Applicants who fulfil, or are likely to fulfil, the admissions requirements may be invited for an interview with the Admissions Tutor or another senior member of the course teaching team. As an alternative, applicants may be asked to complete a writing exercise designed to assess their suitability for the course. The decision regarding offers of places will be made by the Admissions Tutor or senior member of the course teaching team after interviewing the applicant. The Admissions Tutor will receive administrative support from the Postgraduate Course Administrator.

1. **Programme Structure**

This programme is offered in full-time, part-time and ‘with professional placement’ mode, and leads to the award of Master of Arts. Entry is normally at level 7 with an undergraduate degree, second class or above, or equivalent relevant experience.

**E1. Professional and Statutory Regulatory Bodies**

None

**E2. Work-based learning**

The programme requires students to observe language teaching in professional contexts, either in private language schools or state schools and to gain experiential knowledge by becoming foreign language learners for part of the programme.

Work placement is an integral part of the 2-year programme and students will receive support from the award winning Careers and Employability Services team.

While it is the responsibility of individual students to secure appropriate placements, the Careers and Employability Services team offers each student support at all stages of the application process, including writing CVs, completing application forms, participating in mock interviews, assessment centre activities and psychometric tests. Sourcing and applying for placement(s) gives students the opportunity to experience a competitive job application process.

The experience of the work placement period enables students to apply their learning in the professional work environment, to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to their prior learning, and to evaluate the relationships between academic skills and employers’ expectations. Students will be assessed during and at the end of this period, through a portfolio of work, which will be marked as pass/fail.

**E3. Outline Programme Structure**

The Masters programme is made up of 180 credit points.Typically a student must complete 120 credits before being admitted to the dissertation level. All students will be provided with the University regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation). Full details of each module will be provided in module descriptors and student module guides.

Students on the 2-year programme (with integrated placement) must complete all modules except the final ‘capstone project’ module, by the end of TB2, and then work in their placement(s) for a maximum of 12 months. The student should confirm that their placement opportunity is available by the end of May, and the course team will confirm whether this is acceptable within two weeks. Students on placement(s) must complete a portfolio assessment which includes a reflection on how they have applied the skills they have developed during the previous year, within a professional working environment.

A comprehensive list of all possible options is provided here. The option list in any given year will be carefully constructed to ensure that the course curriculum is coherent, enabling students to achieve the programme learning outcomes via their chosen selection of modules.

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| **TEACHING BLOCK 1** | **TEACHING BLOCK 2** |
| **Core 30 credits** | **Core 30 credits** |
| Principles of language learning for language teaching: Level 7, 30 credits **LG7001** | Teaching language for specific purposes:  Level 7, 30 credits **LG7004** |
| Language description, materials and methods: Level 7, 30credits **LG7002** |  |
|  |
| **Option 30 credits** | **Option 30 credits** |
| Special Study: Language processing, Level 6, 30 credits **EN6012** | Special Study: Language processing, Level 6, 30 credits **EN6012** |
|  | Discourse analysis for language teaching: Level 7, 30 credits **LG7015** |
|  | Education technologies for English language learning and teaching:  Level 7, 30 credits **QL7404** |
| Pathway 1: Dissertation + Research Skills sessions: Level 7; 60 credit points **LG7005**  Pathway 2: CELTA + Critical Reflection sessions: Level 7, 60 credit points **LG7006** | |

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| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** |
| Principles of language learning for language teaching | LG7001 | 30 | 7 | 1 |
| Language description, materials and methods | LG7002 | 30 | 7 | 1 |
| Teaching language for specific purposes | LG7004 | 30 | 7 | 2 |
| Dissertation Pathway 1 + Research Skills | LG7005 | 60 | 7 | 2/3 |
| Dissertation Pathway 2: CELTA + Critical reflection skills | LG7006 | 60 | 7 | 2/3 |
| **Option modules** | | | | |
| Discourse analysis for language teaching | LG7015 | 30 | 7 | 2 |
| Special Study: Language processing | EN6012 | 30 | 6 | 1 & 2 |
| Education technologies for English language learning and teaching | QL7404 | 30 | 7 | 2 |
| Professional Placement | HU7100 | 120 | 7 | TB3 (Yr 1) TB1& TB2 (Yr 2) |

Students exiting the programme with 60 credits are eligible for the award of PgCert. in Applied Linguistics for Language Teaching. Students must have achieved one core module

Students exiting the programme with 120 credits are eligible for the award of PgDip. in Applied Linguistics for Language Teaching Students must have achieved two core modules.

1. **Principles of Teaching Learning and Assessment**

A wide range of teaching, learning and assessment strategies will be employed to optimise the learning experience of students who may come from a diverse range of educational and professional backgrounds.

* Students are able to individualise their programme through a range of module and assessment options.
* Interactive lectures and student-led seminars will promote collaborative learning in a supportive environment both face-to-face and online.
* The development of key transferable skills such as critical self-awareness and autonomy, oral and written communication skills, research and information skills and creativity in problem-solving will run throughout the programme.
* Experiential learning is embedded in the programme in a number of ways: learning a foreign language; micro-teaching; teaching observations and the option of reflecting on a teacher training course.
* Reflection on theory and practice is a key principle underlying programme design since it is a cornerstone of contemporary professional practice.
* The programme incorporates regular formative tasks and tutor feedback which provide the opportunity for students to develop and use key skills and knowledge before they are summatively assessed.
* Students will be encouraged to make use of sources of support such as Academic Skills Centres, English Language Development and The Work Wonders Series.

Personal tutor support: students will be assigned a tutor from among the teaching team who will encourage students to optimise their own learning and development. Modules are assessed formatively and summatively.

* Formative development tasks are provided regularly in each module and require students to critique, summarise and argue based on reading sources; to orally present and discuss issues; to create and collate teaching materials; to work individually and in groups to prepare and deliver lesson plans.
* Modules are assessed summatively through coursework, typically consisting of written texts, portfolios of work, oral presentation/seminar leadership and participation and micro-teaching in a peer led environment.
* The dissertation module is assessed through either pathway 1 or 2 (below):

Pathway 1: students can execute a 12,000-15,000 word independent research project and are guided in the conceptualisation, development and completion of their work via sessions on research skills for language teachers (Teaching Block 2) and through 6 x 45 minute individual meetings with their supervisors.

Pathway 2: students can choose to follow a CELTA or CLTA course (at their own additional expense) and produce a 12,000-15,000 word critical reflection and learning log of their experience. Students are guided in the conceptualisation, development and completion of their work via sessions on critical reflection skills (Teaching Block 2) and through 6 x 45 minutes individual meetings with their supervisors.

1. **Support for Students and their Learning**

Students are supported by the following:

In addition to structured teaching, guidance is available for students throughout the year through the provision of specific pre-set Office Hours, during which all members of the teaching staff are available for consultation with students. Students are encouraged to meet with teaching staff at such times, and at other times by appointment, for individual tutorial sessions. All students will be allocated a personal tutor to provide appropriate academic advice and guidance throughout their time on the programme by monitoring their progress and helping to identify individual needs. This tutor will meet (as a minimum) with students during induction, at the end of the first teaching block, and upon release of first teaching block results. The tutor will be informed by module tutors of any concerns regarding the student, and will arrange additional contact and/or referral to support services as appropriate.

Students are supported by:

* A Module Leader for each module
* A Course Leader to help students understand the programme structure
* Personal Tutors to provide academic and personal support
* A placement tutor to give general advice on placements
* Technical support to advise students on IT and the use of software
* A designated Course Administrator
* An induction week at the beginning of each new academic session
* Staff Student Consultative Committee
* VLE/Canvas – a versatile online interactive intranet and learning environment accessible both on and off-site
* LinkedIn Learning – an online platform offering self-paced software tutorials
* A substantial Study Skills Centre that provides academic skills support for both UG and PG students
* Student support facilities that provide advice on issues such as finance, regulations, legal matters, accommodation, international student support etc.
* A Student Achievement Officer who provides pastoral support
* Support for students with disabilities
* The Union of Kingston Students
* Careers and Employability Services Team, who will provide support for students prior to undertaking work placement(s).

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External Examiners
* Boards of Study with student representation
* Annual Monitoring and Enhancement
* Periodic review undertaken at subject level
* Student evaluation including MEQs (module evaluation questionnaires) and a postgraduate survey.
* Moderation policies
* Feedback from employers

1. **Employability Statement**

Employability skills are embedded in this programme. Students will develop these skills throughout the duration of this course. For example, they are encouraged to adapt to different teaching contexts through micro teaching which will lead to the development problem solving skills. Students will teach their peers which can encourage emotional intelligence in dealing with people. They will develop time management in the organisation of their assignments and projects. Students will also improve their communication skills, both written and oral. These are the types of skills students can explain to potential employers.

Students will be encouraged to develop further their teaching skills in a variety of contexts. For a teaching qualification students can elect to do a separate CELTA or CLTA qualification and then reflect on this teacher training experience for their Dissertation Pathway 2. Another way for students to gain valuable experience is through observation of language teaching in a professional environment: the course team expects to develop links with both private language schools and state schools to facilitate this. There is even the opportunity to support and teach international students within Kingston University. This will encourage observation of practising teachers which will encourage dialogue to develop students’ pedagogical expertise and understanding. Throughout the course students will be encouraged to articulate the skills they have gained by completing a piece of work to encourage self-reflection.

Students will be encouraged to explore organisations in the UK or in their home countries for employment. They can do this via the Kingston University Engagement and Enhancement department. Although the Masters qualification is not a teaching qualification for entry into the UK primary, secondary or further education systems, students gain knowledge, skills and teaching practice which language and teaching organisations find valuable, both in the UK and overseas.

The 2-year integrated work placement programme is designed to provide students with enhanced opportunities for securing professional employment at the end of their degree, providing skills and experience that employers are looking for in their work force. These are supported by the Careers and Employability Services team, providing drop-in and scheduled events to support students in the preparation of CVs, applications, and preparation for interviews and assessment centres.

1. **Approved Variants from Postgraduate Regulations**

None

1. **Other sources of information that you may wish to consult**

QAA Master’s Degree Characteristics

<http://www.qaa.ac.uk/docs/qaa/quality-code/master's-degree-characteristics-statement.pdf?sfvrsn=6ca2f981_10>

QAA subject benchmark statements for Linguistics

<http://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-linguistics-15.pdf?sfvrsn=ad99f781_12>

**Development of Programme Learning Outcomes in Modules**

This map identifies where the field/course learning outcomes are **summatively** assessed across the modules for this field/course. It provides an aid to academic staff in understanding how individual modules contribute to the field/course aims, a means to help students monitor their own learning, personal and professional development as the field/course progresses and a checklist for quality assurance purposes.

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|  |  |  | **Core**  **(Level 7)** | | | | | **Options**  **(Level 7)** | | | |
|  | **Module Code** |  | LG7001 | LG7002 | LG7005 | LG7006 | LG7004 | LG7015 | EN6012 | QL7404 | HU7100 |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | S | S | S | S | S | S | S | S |  |
| A2 | S | S | S | S | S | S |  | S |  |
| A3 | S | S | S | S |  |  | S | S |  |
| A4 | S | S | S |  |  |  | S |  |  |
| **Intellectual Skills** | B1 | S | S | S | S | S | S | S | S |  |
| B2 | S | S | S | S | S | S | S | S |  |
| B3 | S | S | S |  | S |  | S | S |  |
| B4 | S | S | S | S |  | S | S | S |  |
| **Practical Skills** | C1 |  |  |  |  | S |  |  | S |  |
| C2 |  | S |  |  | S |  |  | S |  |
| C3 |  | S | S | S |  |  |  | S |  |
| C4 |  |  | S | S |  |  |  |  |  |
| C5 |  |  |  |  |  |  |  |  | S |

**Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | MA Applied Linguistics for Language Teaching |
| **Intermediate Award(s):** | Post graduate Certificate  Postgraduate Diploma |
| **Minimum period of registration:** | 1 year full-time, 2 years full-time (with Professional Placement); 2 years part-time |
| **Maximum period of registration:** | 2 years full-time, 3 years full-time (with Professional Placement); 4 years part-time |
| **FHEQ Level for the Final Award:** | Masters |
| **QAA Subject Benchmark:** | Programme outcomes are referenced to the QAA Master’s Degree Characteristics and to the QAA subject benchmark statements for Linguistics |
| **Modes of Delivery:** | Full-time, part-time and ‘with professional placement’ |
| **Language of Delivery:** | English |
| **Faculty:** | Kingston School of Art |
| **School:** | Arts, Culture and Communication |
| **Department:** | Humanities |
| **Course/Route Code:** | PFTES1TES20 (Full-time)  PFTES1TES99 (Full-time with Professional Placement)  PPTES1TES20 (Part-time) |
|  |  |