



# New Program Proposal: Graduate Degree Program Teacher Education, Extension/Annotation EPP Form 2B

This form should be used to seek SUNY’s approval and the State Education Department’s (SED) registration of a proposed new academic program leading to a graduate degree in teacher education at the initial/professional or professional level and relevant extensions or annotations. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form, including required appended items, as a single, continuously paginated document to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu).<sup>1</sup> External Evaluation Reports from each evaluator and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning for educator preparation programs is available at [http://www.suny.edu/provost/academic\\_affairs/app/main.cfm](http://www.suny.edu/provost/academic_affairs/app/main.cfm). [Change to link](#)

| Section 1. General Information         |  |                              |
|--|--|------------------------------|
| Item                                   | Response ( <i>type in the requested information</i> )  |                              |
| <b>a) Institutional Information</b>    | Date of Proposal: September 1, 2015  |                              |
|  | SED Institution Code: 211000   |                              |
|  | Institution’s Name: Binghamton University  |                              |
|  | Address: P.O. Box 6000, Binghamton NY 13902-6000   |                              |
|  | Dept of Labor/ <a href="#">Regent’s Region</a> : Southern Tier   |                              |
| <b>b) Program Locations</b>            | List name, address, and <a href="#">SED Code</a> of each additional campus where the <u>entire program</u> will be offered:  |                              |
|  | List the name and address of <a href="#">extension sites or extension centers</a> where <u>courses</u> will offered, <b>or check here [ X ] if not applicable.</b> |                              |
| <b>c) Proposed Program Information</b> | Program Title: TESOL   |                              |
|  | <a href="#">Award(s)</a> (e.g., MEd, AdvCert): <sup>2</sup> MEd  |                              |
|  | Number of Required Credits: Minimum [ 32 ] If tracks or options, largest minimum [   ]   |                              |
|  | Proposed <a href="#">HEGIS Code</a> : 1508.00  |                              |
|  | Proposed <a href="#">CIP 2010 Code</a> : 13.1401   |                              |
|  | Expected date of next CAEP accreditation visit: 2019 or 2020   |                              |
|  | <a href="#">New York State certificate title(s)</a> and level to which the program leads:  |                              |
|  | Certificate Title(s)   | Initial/Prof or Professional |
|  | Teaching English to Speakers of Other Languages  | Initial/ Prof                |

<sup>1</sup> If a file with the proposal and appended materials exceeds 25 MB, it should be emailed in parts.

<sup>2</sup> Programs leading to initial and/or professional certification for Library Media Specialist, Literacy B-6, or Literacy 5-12 certification must lead to a master’s or doctoral degree. Candidates for Literacy programs must have completed requirements for an initial certificate in another title before being admitted to a Literacy program.

|  |  |
|--|--|
| <b>d) Contact Person for this Proposal</b>                   | Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School<br>Telephone: 607-777-2070 E-mail: sstrehle@binghamton.edu   |
| <b>e) Chief Executive or Chief Academic Officer Approval</b> | <p><b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.</b><br/><i>E-signatures are acceptable.</i></p> <p>Name and title: Donald G. Nieman, Executive Vice President and Provost<br/>Signature and date:</p> <p><b>If the program will be registered jointly<sup>3</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b></p> <p>Partner institution's name and <a href="#">SED Code</a>:<br/>Name and title of partner institution's CEO:<br/>Signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):</p> |

**Section 2. Program Information**

**2.1. Program Format**

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):**  Day  Evening  Weekend  Evening/Weekend  Not Full-Time
- b) **Modes:**  Standard  Independent Study  External  Accelerated  Distance Education  
*NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).*
- Change link when done**
- c) **Other:**  Bilingual  Language Other Than English  Upper Division  Cooperative  4.5 year  5 year

**2.2 Program Description, Purposes and Planning**

**Insert the program description as it will appear in the institution's catalog.**

The TESOL graduate program is designed for content area teachers certified or becoming certified who are seeking New York State certification in ESOL (English to Speakers of Other Languages) and a master's degree in TESOL (Teaching English to Speakers of Other Languages). The program offers in-service teachers initial certification in ESOL that enables them to teach English Language Learners (ELLs) students in P-12 settings. Students in the program are required to take 32 course credits and complete NYS certification requirements.

The program content will prepare students to work with ELLs in various settings and meet the requirements for NYS certification in TESOL. The curriculum includes educational theories, research on first and second language acquisition, language and literacy development, methods and assessment for ELLs, global awareness, use of technology in teaching, and practical pedagogical techniques for ELLs in various school settings. The proposed program includes field experience courses and supervised student teaching/practicum. Average duration of this program is three semesters of full-time study.

<sup>3</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

**What are the program’s primary student learning outcomes (SLOs)? NOTE: SLOs are defined by the Middle States Commission on Higher Education in the *Characteristics of Excellence in Higher Education* as “clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program.”**

Detailed learning outcomes for each course are provided in course syllabi. The primary learning outcomes of the proposed TESOL MS Ed program are aligned with the CAEP/TESOL (formally known as NCATE/TESOL) standards.

## **KNOWLEDGE**

Students will demonstrate knowledge of . . .

- Language structure, grammar, and acquisition including phonology, morphology, lexicon, syntax, semantics, and pragmatics. (TESOL standard 1.a.)
- Second/foreign language teaching curriculum, ESL methods, effective teaching strategies, and issues and types of language assessment. (TESOL standard 1.b., standard 3.a., standard 4.a., standard 4.b.)
- History, research and theories about English Language Learners (ELLs) (TESOL Standard 1.b., standard 5.a.)
- Multi-layered teaching approaches to teaching ELLs, language and literacy development, and differentiated instruction for k-12 students. (TESOL standard 3.a.)

## **SKILLS**

Students will demonstrate their ability to . . .

- Apply an understanding of content and pedagogical knowledge to their lesson plans, instruction, and assessment. (TESOL standard 3.a., standard 3.b., standard 4.c.)
- Examine second language teaching strategies and procedures and apply principles of effective lesson planning and materials development for ELLs. (TESOL standard 3.c.)
- Develop specialized language teaching skills in speaking, listening, reading and writing through examining, selecting, practicing and modifying methods conducive to effective learning of particular language skills. (TESOL standard 3.b.)
- Integrate technology effectively into language teaching and learning. (TESOL standard 3.c.)
- Critically analyze research in language acquisition and teaching and apply it to classroom contexts. (TESOL standard 1.b.)
- Adapt and modify instruction to the learners’ age, proficiency level, linguistic and cultural backgrounds, communicative and academic needs, and native language literacy development. (TESOL standard 2, Standard 3.c.)
- Develop skills for the planning and implementation of best practices for standards-based ESL/EFL and content-based instruction. (TESOL standard 3.a., Standard 3.b.)

## **COMPETENCIES**

Students will demonstrate teaching competence, technological competence, cultural competence, global competence, and professional competence. They will . . .

- Use appropriate teaching and assessment methods for ELLs with diverse linguistic, cultural, socioeconomic, educational backgrounds. (TESOL standard 2., standard 3.b., standard 4.b.)
- Integrate technology effectively in the classroom to assist ELLs’ learning and advance teaching skills. (TESOL standard 3.c.)
- Advance intercultural communication skills and develop culturally sensitive instruction methods and assessment techniques (TESOL standard 2)
- Communicate and interact in order to participate in multilingual communities at home and around the world. (global competence)
- Become an advocate for ELLs and take leadership roles and collaboration with colleagues and community members to support ELLs (TESOL standard 5.b.)

**How does the program relate to the institution and SUNY’s mission and strategic goals and priorities? What is the proposed program’s importance to the institution, its relationship to existing and/or projected programs, and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?**

As articulated by Binghamton University’s Road Map process and the university’s strategic plan, Binghamton University’s mission combines academic excellence and public service: “Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities.” As a University Center, Binghamton has been involved

in graduate education for a half century, during which time we have established a record of excellence. Our proposal to increase graduate enrollments has been approved by the SUNY system administration and the New York State Governor's office.

The proposed TESOL program will advance our mission, offering advanced study in methods of second-language acquisition and the teaching and learning of language. It will prepare graduates to teach English Language Learners in schools across the state and the nation. The program will develop graduates' skills in cross-cultural communication, analysis, and teaching, as it helps build transdisciplinary bridges between language and learning.

As shown in the survey of the Graduate School of Education (GSE) students conducted in spring 2015, there is an interest in MS Ed TESOL programs with ESOL teaching certification among subject area teachers. That interest is based on the growing number of ELLs in mainstream classrooms and NYSED P-12 Common Core Learning Standards (CCLS) that require that every teacher be prepared to teach academic language and challenging content to all students, including ELLs. The proposed TESOL program will be a valuable addition for those who were enrolled in or graduated from existing MAT, Literacy, Special Education and Early Childhood programs at Binghamton University.

**How were faculty members (education and arts and sciences) involved in the program's design? Also describe input by external partners; e.g., P-12 schools, community college partners.**

The initial plan for the proposed program was reviewed by faculty members in the GSE at GSE faculty meetings in 2013-2014 (on March 7, 2014 and September 10, 2014). After the meetings, an academic advisory committee was organized to review, advise, and support the TESOL MS Ed program. The academic advisory committee consisted of three faculty members from literacy, educational leadership, and general education respectively. For elective courses, three faculty members from literacy and English education programs were involved in the design of the program. As for the field experience and practicum arrangement, consultations with the director and instructors of the ESL program at BU were done, and they agreed to close collaboration.

As for input from the external partners, BU faculty arranged meetings with ESL teachers in Elementary, Middle, and High schools in the Binghamton area (Binghamton, Johnson City, and Vestal school districts). The needs of ESL/ELL students in the Binghamton area and support from content area teachers were shared. These ESL teachers' support for the proposed program was discussed and established. In developing the proposal, we reviewed the curricula of other institutions, including both SUNY and non-SUNY schools such as the University at Buffalo, Rochester, and Pace University. We consulted a TESOL faculty member in Korea University, a premier research university in South Korea, on the curriculum as well. Our external reviewers for this proposal, Dr. Gulbahar Beckett from Iowa State University and Dr. Laura Baecher from Hunter College, CUNY, provided crucial help as we revised our initial proposal in order to clarify how we will meet specialized TESOL standards.

**Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?**

| Year | Anticipated Headcount Enrollment |           |       | Estimated FTE |
|------|----------------------------------|-----------|-------|---------------|
|      | Full-time                        | Part-time | Total |               |
| 1    | 8                                | 0         | 8     | 8             |
| 2    | 9                                | 0         | 9     | 9             |
| 3    | 11                               | 0         | 11    | 11            |
| 4    | 12                               | 0         | 12    | 12            |
| 5    | 13                               | 0         | 13    | 13            |

Enrollments were determined based on the results of an online survey of students who were holding or pursuing NYS teaching certification and enrolled in Graduate School of Education programs at Binghamton University. The survey questions were sent out via GSE's listserv to assess students' interest in TESOL programs in spring 2015. A total of 15 students responded to the survey questions and 11 students expressed interest in TESOL programs. Four out of 7 students holding NYS teaching certification said that they would apply for the TESOL MS Ed program if we offer it. Seven out of 8 students who were seeking NYS teaching certification showed the same interest. Content areas in which these students were certified or were becoming certified are Social Studies, Physics, Special Education, Literacy, Romance Language, and Childhood & Early Childhood Education.

For headcount enrollment for the initial year, the estimation was made based on both the number of the students who already had teaching certification and the number who were to be certified. For realistic and modest calculations, 70-75% of the total number of students who expressed interest on the survey is reflected in the table. For the second year and following years, the estimated number reflects a modest increase in enrollment.

The students who expressed their interest in TESOL were enrolled full time. Full time status was based on 9-12 credits per semester.

The program impact on total campus enrollment is likely to be very modest growth. Since the SUNY system and the governor's office have approved Binghamton University's plan to grow at the graduate level, this proposed program fits appropriately in our approved strategic plan. It is not likely to need a contingency plan for low enrollment during the first five years.

**List all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements. Place an asterisk (\*) next to each course that contributes to the 12 linking credits for professional certification only programs.**

| Course Title   | Credits | Pre-Requisite | Intern-ship | Required / Elective | Capstone |
|--|---------|---------------|-------------|---------------------|----------|
| <i>EDUC 504</i> Foundations of Bilingual and Multilingual Education  | 3       | N             |             | Required            |          |
| <i>LTRC 518</i> Language & Literacy Assessment & Teaching  | 3       | N             |             | Required            |          |
| <i>EDUC 583</i> Second Language Acquisition*   | 3       | N             |             | Required            |          |
| <i>EDUC 584</i> Methods & Assessment for ELLs*   | 3       | N             |             | Required            |          |
| <i>EDUC 585</i> Global Contexts for TESOL: Sociolinguistic Approaches  | 3       | N             |             | Required            |          |
| <i>EDUC 529</i> Grammar for English Teachers*  | 3       | N             |             | Required            |          |
| <i>EDUC 581</i> Linguistics for Teachers   | 3       | N             |             | Required            |          |
| <i>EDUC 587</i> L2 Reading, Writing, and Technology  | 3       | N             |             | Required            |          |
| <i>EDUC 588</i> Content-Based ESL Curriculum and Instruction*  | 3       | N             |             | Required            |          |
| <i>EDUC 591</i> Practicum in TESOL*  | 3       | N             |             | Required            |          |
| <i>EDUC 595</i> Capstone Project or Thesis   | 2       | Y             |             | Required            | X        |
| Workshops: Identification and Reporting of Child Abuse, Violence Intervention and Prevention (Project SAVE), Dignity for All Students (DASA) | 0       |               |             | Required            |          |
| Total required credits   | 32      |               |             |                     |          |

\*Required course for extension certificate for ESL

**For NYS teacher certification, students need to complete the courses listed in the above table and other NYS teaching certification requirements such as DASA workshop, Educating All Students Test (EAS), Academic Literacy Skills Test (ALST) and Revised Content Specialty Test (CST).**

**Notes: SUNY policy requires that for adolescence certification programs, candidates must have a major in the discipline to be taught; candidates for early childhood and childhood certification programs must have a major or concentration of at least 30 credits with at least 18 credits at the upper division that is directly related to the early childhood/childhood learning standards. SED requires that programs leading to Social Studies 5-9 or 7-12 certification include at least 21 credit hours of study in the history and geography of the United States and the world.**

**SED requires that programs leading to a Teaching Students with Disabilities 7-12 Generalist initial or initial/professional certificate must ensure that candidates complete a minimum of six credit hours each in mathematics, English language arts, social studies, and science, for a total of 24 credit hours.**

**SED requires that programs leading to a Teaching Students with Disabilities 7-12 Subject Area Extension must ensure that candidates complete at least 18 credit hours in the subject area of the extension sought.**

**Program Impact on SUNY and New York State:**

**Need: What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?**

There has been a steady demand for TESOL certified teachers in New York State as addressed in the recent announcement of Bilingual and TESOL teacher training grants by the New York State Education Department in February 2014. Following this trend, Binghamton students have shown widespread interest in TESOL programs. For instance, undergraduate courses related to teaching English as Second Language, such as ESL/LING 334 have shown full enrollment, and a newly offered course EDUC 483 is also enrolling to capacity. In the upstate area we serve, there are only three other programs that offer a similarly broad approach to TESOL. Because of the inherently small nature of these programs, they cannot meet the needs of all students who seek TESOL training. Binghamton’s large undergraduate population (13,000 students) would justify offering such a program here.

**Similar Programs: Use the table below to list similar programs at public and independent institutions in the service area, region and state, as appropriate. Expand the table as needed. NOTE: Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. Non-SUNY program titles and degree information – but no enrollment data – is available from [SED’s Inventory of Registered Programs](#).**

| Institution      | Program Title | Degree     | Enrollment |
|------------------|---------------|------------|------------|
| SUNY Albany      | TESOL         | MS Ed & MA | 57         |
| SUNY Buffalo     | TESOL         | MS Ed & MA | 86         |
| SUNY Cortland    | TESOL         | MS Ed & MA | 34         |
| SUNY Fredonia    | TESOL         | MS Ed & MA | 53         |
| SUNY New Paltz   | TESOL         | MS Ed & MA | 55         |
| SUNY Stony Brook | TESOL         | MS Ed & MA | 42         |

The enrollment data were based on information from the fall 2014 SUNY Academic Program Enterprise System.

**Collaboration: In what ways did this program’s design benefit from consultation with other SUNY campuses?**

The program we are proposing offers a customized TESOL curriculum meeting students’ needs for teaching certification in ESOL. In upstate New York, there are four SUNY schools—Albany, Buffalo, Fredonia and Cortland—that offer initial certification in ESOL. Before designing a TESOL program at BU, the curricula of these programs were reviewed including course content, methods, assessments, and students’ needs and interests. The proposed program provides an up-to-date curriculum that reflects the rapidly changing needs of our national population: language teaching in global perspectives, technology enhanced language teaching, and field-experience embedded courses.

**Concerns or Objections: If concerns and/or objections were raised by other SUNY campuses, how were they resolved?**

No concerns or objections were raised by other SUNY campuses in response to our letter of intent.

## 2.3 Admissions

- a) **Identify all institutional admission requirements and all program admission requirements. A mandatory admission requirement for candidates seeking professional or permanent certificates is that they hold an initial certificate in the same certificate title.**

### **INSTITUTIONAL ADMISSION REQUIREMENTS**

To be eligible for graduate study, students must have and provide the following items:

1. A bachelor's degree or its equivalent from a nationally or regionally accredited college or university
2. Complete set of undergraduate and graduate transcripts. At minimum, one or more of the following is required:
  - A) 3.0 GPA over entire undergraduate career
  - B) 3.0 GPA during last 60 semester credits or 90 quarter credits of undergraduate degree, with most courses graded regularly (not pass/fail)
  - C) 3.0 GPA or better in a graduate degree, with most courses graded regularly
3. Official GRE Scores
4. Résumé or curriculum vitae
5. For International Students: English language proficiency test scores. BU requires a minimum TOEFL score of 80 (on the Internet-based test) for admission or a minimum IELTS score of 6.5, with no band below 5.0.

### **TESOL PROGRAM ADMISSION REQUIREMENTS**

Students must have and provide these items:

1. A copy of New York State initial teacher certification in early childhood, elementary or childhood, middle childhood, secondary or adolescent education, literacy or special education.
2. Proof of successful completion of at least 12 semester hours or the equivalent of study of a language other than English.
3. Two (2) letters of recommendation and a 500-word essay on career goals.

- b) **What is the process for evaluating exceptions to those requirements?**

There will be no exceptions to these requirements for admission.

- c) **How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?**

Binghamton University will encourage enrollments by students from historically underrepresented groups by recruitment efforts at colleges and universities with high minority populations and by developing web materials emphasizing the unique opportunities for international experience available to graduates of the program. We will seek to enroll Binghamton University undergraduates from historically underrepresented groups.

## 2.4 Academic and Other Support Services

- a) **Summarize the academic advising and support services available to help students succeed in the program.**

A TESOL faculty advisor will be assigned to each newly admitted student, to guide and assist the student through program completion. Every new student will attend a TESOL orientation in every fall semester and meet with his/her faculty advisor and complete the program of study to demonstrate an understanding of the required courses and program requirements (see Appendix A).

Students will be expected to communicate with their advisors at least once each semester, before registering for the subsequent semester's coursework. An informal formative evaluation of students' progress will be done by the faculty advisor during the advising sessions, and the formal evaluation of students' performance will be done before registering their practicum course using the practicum application form (Appendix B) before graduation. The faculty member and mentor teachers will mentor, guide, and advise to resolve any concerns that may arise during course work and practicum.

Binghamton University provides the following support services to BU students to ensure their academic success:



- A comprehensive counseling center: provides support and assistance to students in their pursuit of personal growth, including the strengthening of their emotional, intellectual, behavioral, cultural, and spiritual development.
- Wellness & Health consultations: provided by the University's Health Services
- Services for students with Disabilities: provides a wide range of assistance to students with physical, learning or other disabilities, including multiple forms of instructional supports.
- Orientation for new Graduate Students: provided by the Graduate School to familiarize students with a variety of services available for student support
- The Writing Center: provides free tutoring in college writing for all students.
- A comprehensive career development center: provides counseling and job acquisition services for students.

Services include assessing individual skills, interest, values and experiences as they relate to their personal career goals, learning about career options, preparing CVs or résumés, developing and practicing interview skills, finding a professional position, and managing reference letters and placement files.

- Information technologies and computer services/facilities: the computing service department provides central computing support to academic, instructional, and research programs across campus. Both central computing services staff and computer support technicians are assigned to particular schools assist with technology use. Almost all the campus is configured for wireless connectivity to the Internet and to a variety of servers. Public computing areas (PODS) throughout the campus serve all students, including one POD in the Graduate School of Education. Media enhanced classrooms such as smart rooms are available in the Graduate School of Education and across campus. The Graduate School of Education also has Telepresence units and WebEx distance learning equipment and software.

**b) Describe types, amounts and sources of student financial support anticipated. Indicate the proportion of the student body receiving each type of support, including those receiving no support.**

The sources of student financial support are the same as those for other graduate students at Binghamton University. Federal unsubsidized loans and Graduate PLUS loans are available for U.S. citizens and permanent residents. (Owing to the Budget Control Act of 2011, graduate students are no longer eligible for subsidized loan funds beginning with the 2012-13-aid year.) Graduate students with a FAFSA on file at Binghamton University may be offered up to \$20,500 (if eligible) in Federal Direct Unsubsidized Loan funding each year. We anticipate that 10% of the student body will receive this type of support, while 90% will not receive support for their studies. No additional sources of student financial support are expected for the students enrolled in the proposed program.

The Graduate School of Education is concurrently applying for a NYSED Intensive Teacher Institute to support partial tuition for Southern Tier classroom teachers and Binghamton University pre-service teachers who desire the ESL extension certificate. If we receive this additional funding, it will last for two years. However, the result of our application is unknown and the success of this program is not contingent upon this additional source of funds.

**2.5 Prior Learning Assessment**

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [ X ] if not applicable.**

**2.6 Program Assessment and Improvement**

**Describe how this program's achievement of its objectives will be assessed in accordance with SUNY policy, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program.**

The proposed program will be accredited by the Council for the Accreditation of Educator Preparation (CAEP), formerly known as the National Council for Accreditation of Teacher Education (NCATE). NCATE/CAEP is recognized by the United States Department of Education as a professional accrediting body for teacher preparation and other professional school personnel. For program accreditation, a program report is to be submitted to CAEP/TESOL for Specialized Professional Associations (SPAs) review. The proposed program is planning to report its program data 3 years after its approval (approval expected in 2016). The expected program report due date is September 15, 2019 with an expected accreditation visit in the Fall 2022 semester. Official NCATE/CAEP policy is to have a visit every 7 years to maintain continuing accreditation status.



As part of the school's ongoing assessment activities to maintain accreditation and to continue improving the program, the proposed program defines program objectives and key assessments and monitors student data at point of entry, throughout program coursework, during clinical experiences, at program completion, and one year after graduation. To assess achievement of students' learning outcomes, course assignments and required projects are aligned with course objectives and students' learning outcomes. Before registering for the capstone course, students' grades for each course will be reviewed by the program director. To assess program success, a comprehensive survey will be sent to students at program completion, and students' performance on NYS teacher certification test on ESOL, as well as data about their job placements, will be collected. Information about the key assessments and student data will be archived, collected, and managed electronically in the GSE Dean's office.

### Section 3. Program Schedule and Curriculum

Complete the SUNY Graduate Program Schedule to show how a typical student may progress through the program. Either complete the blank Schedule that appears in this section, or complete an [Excel equivalent](#) that computes all sums for you.

*NOTES: The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.*

#### *Special Cases for the Program Schedules:*

- *For a program with multiple tracks, or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that certification qualifying and non-certification qualifying options cannot be tracks; they must be separate programs.*
- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on existing programs, use the schedule to show how a student can complete the proposed program. NOTE: Form EPP 3B should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs. [SUNY policy](#) governs the awarding of two degrees at the same level.*

If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? *NOTE: Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

For each existing course that is part of the proposed graduate program, append a catalog description at the end of this document.

For each new course in the graduate program, append a syllabus at the end of this document. *NOTE: Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is graduate level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and co-requisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, append a completed [External Instruction](#) Form EPP 2E at the end of this document.

**SUNY Graduate Sample Program Schedule** (*OPTION: You can insert an [Excel version](#) of this schedule AFTER this line, and delete the rest of this page.*)

**Program/Track Title and Award:** \_\_\_\_\_ **TESOL MS in Education with Initial TESOL Certification** \_\_\_\_\_

- a) Indicate **academic calendar** type: [ x ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):  
 b) **Label each term in sequence**, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)  
 c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.  
 d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

| Term 1: Fall 1   |                          |   |                  | Term 2:  |         |     |                  |
|--|--------------------------|---|------------------|--|---------|-----|------------------|
| Course Number & Title                                      | Credits                  | New   | Co/Prerequisites | Course Number & Title  | Credits | New | Co/Prerequisites |
| EDUC 504 Foundations of Bilingual & Multilingual Education | 3                        |   |                  | EDUC 529 Grammar for English Teachers*                         | 3       |     |                  |
| EDUC 583 Second Language Acquisition*                      | 3                        |   |                  | EDUC 588 Content-based ESL Curriculum & Instruction*           | 3       | x   |                  |
| EDUC 584 Methods & Assessment for ELLs*                    | 3                        | x   |                  | EDUC 585 Global Contexts for TESOL, Sociolinguistic Approaches | 3       | x   |                  |
| EDUC 581 Linguistics for Teachers                          | 3                        | x   |                  | EDUC 587 L2 Reading, Writing, & Technology                     | 3       | x   |                  |
|  |                          |   |                  |  |         |     |                  |
| Term credit total:   | 12                       |   |                  | Term credit total:   | 12      |     |                  |
| Term 3: Fall 2   |                          |   |                  | Term 4:  |         |     |                  |
| Course Number & Title                                      | Credits                  | New   | Co/Prerequisites | Course Number & Title  | Credits | New | Co/Prerequisites |
| LTRC 518 Language & Literacy Assessment & Teaching         | 3                        |   |                  |  |         |     |                  |
| EDUC 591 Practicum in TESOL*                               | 3                        | x   |                  |  |         |     |                  |
| EDUC 595 TESOL Capstone Project or Thesis                  | 2                        | x   | Yes              |  |         |     |                  |
|  |                          |   |                  |  |         |     |                  |
| Term credit total:   | 8                        |   |                  | Term credit total:   |         |     |                  |
| Term 5:  |                          |   |                  | Term 6:  |         |     |                  |
| Course Number & Title                                      | Credits                  | New   | Co/Prerequisites | Course Number & Title  | Credits | New | Co/Prerequisites |
|  |                          |   |                  |  |         |     |                  |
|  |                          |   |                  |  |         |     |                  |
| Term credit total:   |                          |   |                  | Term credit total:   |         |     |                  |
| <b>Program Total:</b>                                      | <b>Total Credits: 32</b> | <b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:<br/>Capstone Course: TESOL Capstone Project or Thesis</b> |                  |  |         |     |                  |

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

\* Indicates required course for extension certificate in ESL.

## Section 4. Pedagogical Core Coursework and Student Teaching

For graduate programs leading to initial or initial/professional certification, list all pedagogical courses in the Pedagogical Core Courses Table below. The Pedagogical Core Courses Table is designed for a program leading to a single certificate or multiple certificates. The example is for an inclusive childhood education program leading to Childhood Education 1-6 (Cert Code: 02) and Teaching Students with Disabilities 1-6 (Cert Code: 06).

### Step 1:

In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

### Step 2:

Use the Certification Area Codes listed below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.

#### Certification Area Code

01. [Early Childhood Education](#)
02. [Childhood Education](#)
03. [Middle Childhood Education](#)
04. [Adolescence Education](#)
05. [Teaching a Special Subject](#)
06. [Teaching Students with Disabilities in Early Childhood and Childhood](#)
07. [Teaching Students with Disabilities 7-12 Generalist](#)
08. [Teaching Students Who are Deaf and Hard of Hearing](#)
09. [Teaching Students Who are Blind or Visually Impaired](#)
10. [Teaching Students with Speech and Language Disabilities](#)
11. [Teaching English to Speakers of Other Languages](#)
12. [Literacy](#)
13. [Teaching the Career Field](#)
14. [Teaching a Specific Career and Technical Subject](#)
15. [Library Media Specialist](#)
16. [Educational Technology Specialist](#)
17. [Bilingual Education Extensions\\*](#)
18. [Bilingual Education Extensions\\*\\*](#)
19. [Grades 5 and 6 Extensions](#)
20. [Grades 7 through 9 Extensions](#)
21. [Gifted Education Extensions](#)
22. [Coordination of Work-Based Learning Programs Extensions](#)
24. [Teaching Students with Severe or Multiple Disabilities Extensions](#)

\* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.

\*\* Bilingual education extensions for library media specialist and educational technology specialist.

### Step 3:

Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns. See example on Pedagogical Core Courses Table. The general and program-specific requirements can be found by clicking on the link to each certification area. NOTE: The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes above.

**Step 4:**

Provide a description of each existing pedagogical course for this program as it appears in the college catalog by pasting it below, insuring that the description reflects alignment with the regulatory requirements.

**Step 5:**

Attach the syllabus for each new course. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades.

**PEDAGOGICAL CORE COURSES TABLE**

| Course Number and Title  | Credit | R/E | Instructor(s) / Status       | Pedagogical Core Requirements (PCR) Addressed |                               |           |           |           |  |
|--|--------|-----|------------------------------|---|-------------------------------|-----------|-----------|-----------|--|
|  |        |     |                              | General PCR*                                  | Program-Specific PCR          |           |           |           |  |
|  |        |     |                              |   | Cert Code                     | Cert Code | Cert Code | Cert Code |  |
|  |        |     |                              |   | 11                            |           |           |           |  |
| <i>EDUC 504</i> Foundations of Bilingual and Multilingual Education  | 3      | R   | Bogum Yoon / FT              | (i);(ii);(iii); (viii)                        | (i); (viii)                   |           |           |           |  |
| <i>EDUC 583</i> Second Language Acquisition**  | 3      | R   | Hoe Kyeong Kim / FT          | (ii);(iv)                                     | (i)                           |           |           |           |  |
| <i>EDUC 584</i> Methods and Assessment for ELLs**  | 3      | R   | Hoe Kyeong Kim / FT          | (ii); (v); (vi), (vii); (ix)                  | (i)                           |           |           |           |  |
| <i>EDUC 585</i> Global Contexts for TESOL: Sociolinguistic Approaches  | 3      | R   | Hoe Kyeong Kim / FT          | (viii);(ix)                                   | (i)                           |           |           |           |  |
| <i>EDUC 529</i> Grammar for English Teachers**   | 3      | R   | Beth Burch / FT              | (iv); (v); (ix)                               | (i)                           |           |           |           |  |
| <i>EDUC 581</i> Linguistics for Teachers   | 3      | R   | Shannon Hilliker / FT        | (iv); (ix)                                    | (i)                           |           |           |           |  |
| <i>EDUC 588</i> Content-Based ESL Curriculum and Instruction**   | 3      | R   | Hoe Kyeong Kim / FT          | (i); (iv); (v); (viii); (ix)                  | (ii)                          |           |           |           |  |
| <i>EDUC 587</i> L2 Reading, Writing, and Technology  | 3      | R   | Shannon Hilliker / FT        | (vi)  | (ii)                          |           |           |           |  |
| <i>EDUC 591</i> Practicum in TESOL **  | 3      | R   | Hoe Kyeong Kim / FT          | (vi); (ix)                                    | (i); (ii); (iii); (v); (viii) |           |           |           |  |
| <i>LTRC 518</i> Language and Literacy Assessment and Teaching  | 3      | R   | Erin Washburn / FT           | (v);(vii) or (iii); (v); (vii)                | (ii); (iii); (iv); (v); (ix)  |           |           |           |  |
| <i>EDUC 595</i> Capstone Project or Thesis   | 2      | R   | Various / All                |   |                               |           |           |           |  |
| Workshops: Identification and Reporting of Child Abuse, Violence Intervention and Prevention (project SAVE), Dignity for All Students (DASA) | 0      | R   | Graduate School of Education | (x), (xi), (xii)                              |                               |           |           |           |  |

\*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations. \*\* Required course for extension certificate in ESL.

## Section 5. Field Experience and Student Teaching

For graduate programs leading to initial or initial/professional certification, each requirement for field experience, student teaching and practica must meet the following regulatory requirements:

- It is consistent with the program's philosophy, purposes and objectives and is carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- It is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and
- It provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

### List Courses that Require Field Experiences\*

| Course Number | Course Title                                  | Instructor     | Grade Level | Clock Hours |
|---------------|---|----------------|-------------|-------------|
| EDUC 584      | Methods and Assessment for ELLs               | Hoe Kyeong Kim | K-12        | 25 hours    |
| EDUC 588      | Content-Based ESL Curriculum and Instruction  | Hoe Kyeong Kim | K-12        | 25 hours    |
| LTRC 518      | Language and Literacy Assessment and Teaching | Erin Washburn  | 2-5         | 15 hours    |

\*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

- **SUNY policy for student teaching requires that candidates complete a minimum of 75 days in classrooms and schools in two separate experiences, at least one of which is in a high-need school. In the table below, list the courses that require college-supervised student teaching.**

### List Courses that Require College-Supervised Student-Teaching Experiences\*

| Course Number | Course Title       | Instructor                            | Grade Level | No. of Full School Days |
|---------------|--------------------|---------------------------------------|-------------|-------------------------|
| EDUC 591      | Practicum in TESOL | Hoe Kyeong Kim<br>or other instructor | K-12        | 40 days                 |
|               |                    |                                       |             |                         |

\*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.

\*\*According to NYS and SUNY, for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience for that other certificate, the program shall require such candidates to complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days.

## Section 6. Faculty

- a) Complete the SUNY Faculty Table on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) Append at the end of this document position descriptions or announcements for each to-be-hired faculty member.

*NOTE: CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 52.2\(b\) of the Regulations of the Commissioner of Education](#).*

- c) What is the institution's definition of "full-time" faculty?

Faculty are full time when they have full-time commitments to a department, division or school. Their full-time obligations in teaching, research, and service are defined by the dean and chair of the unit in which they are employed.

**SUNY Faculty Table**

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

| (a)   | (b)  | (c)   | (d)  | (e)   | (f)   |
|---|--|---|--|---|---|
| <b>Faculty Member Name and Title/Rank<br/>(Include and identify Program Director with an asterisk.)</b> | <b>% of Time Dedicated to This Program</b> | <b>Program Courses Which May Be Taught<br/>(Number and Title)</b>   | <b>Highest &amp; Other Applicable Earned Degrees</b> | <b>Discipline(s) of Highest and Other Applicable Earned Degrees</b> | <b>Additional Qualifications: List related certifications, licenses and professional experience in field.</b> |
| <b>PART 1. Full-Time Faculty</b>  |  |   |  |   |   |
| Hoe Kyeong Kim,* Associate Professor, Graduate School of Education                                      | 100%                                       | <i>EDUC 583</i> Second Language Acquisition<br><i>EDUC 584</i> Methods and Assessment for ELLs<br><i>EDUC 585</i> Global Contexts for TESOL: Sociolinguistic Approaches<br><i>EDUC 588</i> Content-Based ESL Curriculum and Instruction<br><i>EDUC 591</i> Practicum in TESOL<br><i>EDUC 595</i> Capstone Project or Thesis | Ph.D. Univ. at Buffalo                               | Foreign & Second Language   | Cert in Advanced Technology   |
| Beth Burch, Professor of English Education, Dean, Graduate School of Education                          | 12.5%                                      | <i>EDUC 529</i> Grammar for English Teachers  | Ph.D. Purdue Univ.                                   | English   | 7-12 English; Teaching Certificates in KS, OK, IN, and MS   |
| Shannon M. Hilliker, Senior Lecturer, ESL Program   | 100%                                       | <i>EDUC 581</i> Linguistics for Teachers<br><i>EDUC 587</i> L2 Reading, Writing, and Technology<br><i>EDUC 584</i> Methods and Assessment for ELLs<br><i>EDUC 588</i> Content-Based ESL Curriculum and Instruction<br><i>EDUC 591</i> Practicum in TESOL<br><i>EDUC 595</i> Capstone Project or Thesis                      | Ph.D. Univ. at Albany                                | Curriculum & Instruction  | MS TESOL, Albany; 7 years as instructor in Binghamton's ESL program.  |
| Bogum Yoon, Associate Professor of Literacy, Graduate School of Education                               | 12.5%                                      | <i>EDUC 504</i> Foundations of Bilingual and Multilingual Education   | Ph.D. Univ. at Buffalo                               | English Education   | Teaching Certification, TESOL (U Maryland Baltimore Co & Korea)   |
| Erin Washburn, Assistant Professor of Literacy, Graduate School of Education                            | 12.5%                                      | <i>LTRC 518</i> Language and Literacy Assessment & Teaching   | Ph.D. Texas A & M                                    | Curriculum and Instruction, Literacy                                | K-12 ESL Supplemental Certification (Texas)   |



| (a)   | (b)  | (c)   | (d)  | (e)   | (f)   |
|---|--|---|--|---|---|
| <b>Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)</b>             | <b>% of Time Dedicated to This Program</b> | <b>Program Courses Which May Be Taught (Number and Title)</b> | <b>Highest &amp; Other Applicable Earned Degrees</b> | <b>Discipline(s) of Highest and Other Applicable Earned Degrees</b> | <b>Additional Qualifications: List related certifications, licenses and professional experience in field.</b> |
|   |  |   |  | education   |   |
| <b>Part 2. Part-Time Faculty</b>  |  |   |  |   |   |
|   |  |   |  |   |   |
| <b>Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)</b> |  |   |  |   |   |
|   |  |   |  |   |   |

## Section 7. Financial Resources and Instructional Facilities

- a) Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

No new faculty are required to mount this program. The Graduate School of Education will provide a home for the program, which will also include full-time faculty from the English as a Second Language program. Facilities, including those of library and staff, are already sufficient to support this program.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

### SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

| Program Expense Categories                              | Expenses (in dollars) |                          |                          |                          |                          |                          |
|---|-----------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | Before Start          | Academic Year 1: 2016-17 | Academic Year 2: 2017-18 | Academic Year 3: 2018-19 | Academic Year 4: 2019-20 | Academic Year 5: 2020-21 |
| (a) <i>Personnel (including faculty and all others)</i> |                       | 0                        | 0                        | 0                        | 0                        | 0                        |
| (b) <i>Library</i>                                      | 0                     | 0                        | 0                        | 0                        | 0                        | 0                        |
| (c) <i>Equipment</i>                                    | 0                     | 0                        | 0                        | 0                        | 0                        | 0                        |
| (d) <i>Laboratories</i>                                 | 0                     | 0                        | 0                        | 0                        | 0                        | 0                        |
| (e) <i>Supplies</i>                                     | 0                     | 0                        | 0                        | 0                        | 0                        | 0                        |
| (f) <i>Capital Expenses</i>                             | 0                     | 0                        | 0                        | 0                        | 0                        | 0                        |
| (g) <i>Other (Specify):</i>                             | 0                     | 0                        | 0                        | 0                        | 0                        | 0                        |
| (h) <b>Sum of Rows Above</b>                            | <b>0</b>              | <b>0</b>                 | <b>0</b>                 | <b>0</b>                 | <b>0</b>                 | <b>0</b>                 |

## Section 8. Library Resources

Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

Binghamton's library has a large collection of language education areas with a subject librarian assigned for Sociology, Education and Student Affairs. The collections include 4947 books for language teaching, 507 books for second language acquisition, 487 books for applied linguistics, 336 books for language assessment, 1134 books for English as a second Language, 5037 books for teaching English, and 168 books for ESL. These totals may include some overlap.

Journals indicating online access are available for all students. Journal holdings related to TESOL and ESL include *TESOL Quarterly English for Specific Purposes* (Elsevier), *ELT Journal*, *Applied Linguistics*, *The Modern Language Journal*, *Journal of Second Language Writing*, *The Canadian Modern Language Review*, *Journal of Language Teaching and Learning*, *Linguistics and Education Second Language Research Language Learning Applied Linguistics*, *Language Learning*, *Studies in Second Language Acquisition*, *TESOL Journal*, *Bilingual Research Journal*, and *Language Testing*.

Inter-Library loan is very efficient at Binghamton University, and all enrolled students have access to our electronic databases and journals from off campus. We also have a document delivery service for distance learners.

**Section 9. External Evaluation**

SUNY and SED require external evaluation of all proposed graduate degree programs. Identify below SUNY-approved evaluators who conducted the evaluations. At the end of this document append each original, signed [External Evaluation Report Form EPP 2D](#), as well as the single Institutional Response to all reports. **NOTE: To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles, and CVs to the assigned SUNY Program Reviewer, expresses its preferences, and requests approval. It is suggested that external evaluators should not be from any SUNY campus and a maximum of one may be from New York State.**

| <u>Evaluator #1</u>                 | <u>Evaluator #2</u>   |
|-------------------------------------|---|
| Name: Dr. Laura Baecher             | Name: Dr. Gulbahar Beckett  |
| Title: Associate Professor of TESOL | Title: Professor, Director of Intensive English and Orientation Program |
| Institution: Hunter College, CUNY   | Institution: Iowa State University                                      |

See Appendix G and H.

**Section 10. Application for Distance Education**

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education?  No  Yes. If yes, **append** a completed [SUNY Distance Education Format Proposal](#), Form EPP 4, at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education?  No  Yes

**Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization**

- a) Based on [SUNY Guidance on Master Plan Amendments](#) (in the *Guide to Academic Program Planning*), please indicate if this proposal requires a Master Plan Amendment.  
 No  Yes, a completed [Master Plan Amendment \(MPA\) Supplement](#) is **appended** at the end of this proposal.
- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.  
  
 No  Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

**SUNY Guidance on Degree Authorization.** Degree authorization is required when a proposed program will lead to a [new degree](#) (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-

*professional, master's, and doctoral) in an existing disciplinary area at an institution, based on the [New York State Taxonomy of Academic Programs](#) (HEGIS codes). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees, SED and the Board of Regents.*

Appended Items: Materials required in selected items in Sections 1 through 10 should be appended after this page with continued pagination. In the first column of the chart below, please number the appended items and append them in number order.

| <b>Number</b> | <b>Appended items</b>  | <b>Reference item</b> | <b>Page #</b> |
|---------------|--|-----------------------|---------------|
| Appendix A    | Program of Study   | Section 2. 4          | 20            |
| Appendix B    | Practicum Application Form   | Section 2. 4          | 21            |
| Appendix C    | Curriculum Map   | Section 3.            | 22            |
| Appendix D    | Existing course descriptions   | Section 3             | 23            |
| Appendix E    | Syllabi for New Courses <ol style="list-style-type: none"> <li>1. <i>EDUC 584</i> Methods and Assessment for ELLs</li> <li>2. <i>EDUC 585</i> Global Contexts for TESOL:<br/>Sociolinguistic Approaches</li> <li>3. <i>EDUC 588</i> Content-Based ESL Curriculum and Instruction</li> <li>4. <i>EDUC 587</i> L2 Reading, Writing, and Technology</li> <li>5. <i>EDUC 581</i> Linguistics for Teachers</li> <li>6. <i>EDUC 591</i> Practicum in TESOL</li> <li>7. <i>EDUC 595</i> Capstone Project or Thesis</li> </ol> | Section 4.            | 24            |
| Appendix F    | External Instruction   |                       |               |
| Appendix G    | Reports by External Evaluators   |                       |               |
| Appendix H    | Institutional Response   |                       |               |

**MS in EDUCATION (TESOL)**

**Program of Study Intended for (Check One):**     **Degree and Teaching Certification**     **Degree Only**

Complete this program of study with your faculty advisor during your first term of admission/acceptance in the program. Your copy will be returned when all approvals have been obtained. If you have any changes, please contact your faculty advisor as soon as possible.

**Name:** \_\_\_\_\_ **BU ID:** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Home Phone:** \_\_\_\_\_ **Other Phone:** \_\_\_\_\_

**City/State/ZIP:** \_\_\_\_\_ **E-mail:** \_\_\_\_\_

**A. DEGREE REQUIREMENTS**

|          | Course Titles  | Credits | Semester | Year | Substitutes or Waived | Total Hours |
|----------|--|---------|----------|------|-----------------------|-------------|
| EDUC 504 | Foundations of Bilingual and Multilingual Education    | 3       |          |      |                       |             |
| EDUC 583 | Second Language Acquisition                            | 3       |          |      |                       |             |
| EDUC 584 | Methods and Assessment for ELLs                        | 3       |          |      |                       |             |
| EDUC 588 | Content-Based ESL Curriculum and Instruction           | 3       |          |      |                       |             |
| EDUC 587 | L2 Reading, Writing, and Technology                    | 3       |          |      |                       |             |
| EDUC 529 | Grammar for English Teachers                           | 3       |          |      |                       |             |
| EDUC 585 | Global Contexts for TESOL: Sociolinguistics Approaches | 3       |          |      |                       |             |
| EDUC 581 | Linguistics for Teachers                               | 3       |          |      |                       |             |
| LTRC 518 | Language and Literacy Assessment and Teaching          | 3       |          |      |                       |             |
| EDUC 591 | Practicum in TESOL                                     | 3       |          |      |                       |             |
| EDUC 595 | TESOL Capstone Project or Thesis                       | 2       |          |      |                       |             |

**B. TRANSFERABLE CREDITS**

| <u>Course #</u> | <u>Institution</u> | <u>Credits</u> | <u>Equivalent</u> | <u>Comments</u> |
|-----------------|--------------------|----------------|-------------------|-----------------|
| _____           | _____              | _____          | _____             | _____           |
| _____           | _____              | _____          | _____             | _____           |

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**TOTALS (Min. 30 sem. hrs. for degree)**

**C. ESOL TEACHING CERTIFICATION REQUIREMENTS**

**Eligibility:** Must be a certified or licensed teacher in the State of New York in the following areas: early childhood, elementary or childhood, middle childhood, secondary or adolescent education, literacy, or special education.

**Required workshops**

- You must complete the following workshops:
- \_\_\_ School Violence Prevention and Intervention (SAVE) Training
  - \_\_\_ Child Abuse Identification and Reporting Training
  - \_\_\_ DASA Training

**Tests**

- State/Association Licensure Area**
- \_\_\_ Educating All Students Test (EAS)
  - \_\_\_ Academic Literacy Skills Test (ALST)
  - \_\_\_ Content Specialty Test (CST)

**How to apply:** <http://www.nystce.nesinc.com/>

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

**TESOL MS in Ed Practicum  
Application Form**

Program (Check One):     Degree and Teaching Certification     Degree Only

Complete this Practicum application form with your faculty advisor before applying for practicum.

|                        |                                   |
|------------------------|-----------------------------------|
| <b>Name:</b>           | <b>BU ID:</b>                     |
| <b>Address:</b>        | <b>Phone:</b> <b>Other Phone:</b> |
| <b>City/State/Zip:</b> | <b>E-Mail:</b>                    |

**A. Degree Requirements**

|          | Course Titles  | Cre-<br>dits | semester | year | Grades | Total hrs |
|----------|--|--------------|----------|------|--------|-----------|
| EDUC 504 | Foundations of Bilingual and Multilingual Education    | 3            |          |      |        |           |
| EDUC 583 | Second Language Acquisition                            | 3            |          |      |        |           |
| EDUC 584 | Methods and Assessment for ELLs                        | 3            |          |      |        |           |
| EDUC 588 | Content-Based ESL Curriculum and Instruction           | 3            |          |      |        |           |
| EDUC 587 | L2 Reading, Writing, and Technology                    | 3            |          |      |        |           |
| EDUC 529 | Grammar for English Teachers                           | 3            |          |      |        |           |
| EDUC 585 | Global Contexts for TESOL: Sociolinguistics Approaches | 3            |          |      |        |           |
| EDUC 581 | Linguistics for Teachers                               | 3            |          |      |        |           |
| LTRC 518 | Language and Literacy Assessment and Teaching          | 3            |          |      |        |           |
| EDUC 591 | Practicum in TESOL                                     | 3            |          |      |        |           |
| EDUC 595 | TESOL Capstone Project or Thesis                       | 2            |          |      |        |           |

|  |           |
|--|-----------|
| <b>TOTALS (Min. 30 sem. hrs. for degree)</b> | <b>32</b> |
|--|-----------|

**B. Prior to Practicum**

You must complete at least 50 hours of field experiences in designated courses. Your professor will order placements for you; do not seek placements on your own.

**C. Regarding Practicum Placement**

Please contact Dr. Rhonda Branca, Office AB 130  
E-mail: places@binghamton.edu, TEL: (607) 777-2581

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty Advisor \_\_\_\_\_ Date \_\_\_\_\_

**D. Placement(s)**

|           |             |
|-----------|-------------|
| School(s) | ESL teacher |
| 1 _____   | _____       |
| 2 _____   | _____       |

Notes:

## Appendix C. Curriculum Map

| Courses  | Educational objectives |   |   |   |        |   |   |   |   |   |   |            |   |   |   |   |
|--|------------------------|---|---|---|--------|---|---|---|---|---|---|------------|---|---|---|---|
|  | Knowledge              |   |   |   | Skills |   |   |   |   |   |   | Competence |   |   |   |   |
|  | 1                      | 2 | 3 | 4 | 1      | 2 | 3 | 4 | 5 | 6 | 7 | 1          | 2 | 3 | 4 | 5 |
| EDUC 504 Foundations of Bilingual & Multilingual Education |                        |   | X |   |        |   |   |   |   | X |   | X          |   | X | X | X |
| EDUC 583 Second Language Acquisition                       |                        |   | X |   |        |   |   | X |   |   | X |            |   |   |   |   |
| EDUC 584 Methods & Assessment for ELLs*                    |                        | X |   |   | X      | X | X | X |   | X | X | X          | X |   |   |   |
| EDUC 585 Global Contexts for TESOL: Sociolinguistic        |                        | X |   |   | X      |   |   |   |   | X |   | X          |   | X | X | X |
| EDUC 529 Grammar for English Teachers                      | X                      |   |   |   | X      |   | X |   |   |   |   |            |   |   |   |   |
| LTRC 518 Lang & Lit Assessment & Teaching                  | X                      |   |   |   | X      |   | X |   |   | X |   | X          |   |   |   |   |
| EDUC 588 Content-based ESL Curriculum & Instruction*       |                        |   |   | X | X      | X | X | X |   | X | X | X          | X |   |   | X |
| EDUC 581 Linguistics for Teachers                          |                        |   |   | X | X      | X | X |   |   | X |   | X          |   |   |   |   |
| EDUC 587 L2 Reading, Writing, & Technology                 |                        |   |   | X |        |   | X | X |   |   |   |            | X |   |   |   |
| EDUC 591 Practicum in TESOL                                |                        | X |   |   | X      | X | X | X | X | X | X | X          | X | X |   | X |
| EDUC 595 TESOL Capstone Project                            |                        | X |   |   | X      | X | X | X | X | X | X | X          | X | X |   | X |

\*Field experience (25 hours) is required.



#### **Appendix D. Existing Courses: Catalog descriptions (4 courses)**

##### *EDUC 504. Foundations of Bilingual and Multilingual Education*

This course will guide students in exploring and examining multicultural education through historical, sociological, and philosophical foundations as they relate to race, ethnicity, culture, religion, ability, gender, sexuality and overall diversity. The course will emphasize the role of multiculturalism and cultural competency in pedagogy. The course will focus on the significance of multicultural curricula in the critical development and enhancement of an equitable, democratic nation. Open to juniors, seniors, and graduate students.

##### *EDUC 583. Second Language Acquisition*

This introductory course examines theories and research in first and second language acquisition in order to develop an understanding of the way in which second and/or foreign languages are acquired. This course explores linguistic, cognitive, psychological, affective, sociolinguistic, and sociocultural foundations of second language (L2) development. The student will read about a variety of issues in Second Language Acquisition (SLA) research.

##### *EDUC 529. Grammar for English Teachers*

Rethinking of English grammar from a structural and transformational-generative perspective. Explores how words, phrases, clauses, and sentences are formed as well as the rhetorical implications of grammatical choices and the study of figures in style. Employs a common-sense, lively approach to grammar designed to solidify students' experiences with grammar and renew confidence in writing and speaking and focuses specifically on teaching English Language Learners of all ages from elementary through university students. Lecture/lab format. Weekly homework, course project, final exam; no papers. Especially useful for students in TESOL, English education, Creative Writing, or a writing-intensive discipline.

##### *LTRC 518. Language and Literacy Assessment and Teaching (also listed as SPED 507)*

This course develops competence in administering, analyzing, and critiquing both formal and informal literacy assessments, and using this information to provide appropriate instruction to struggling learners. It is offered for classroom teachers, reading teachers, and special education teachers. During the first hour teachers tutor children in grades 2-5 with a focus on developing reading comprehension, vocabulary, and writing skills through targeted assessment. Each teacher prepares a case report on a child and a portfolio of classroom assessment and teaching tools. Fieldwork required weekly or according to a schedule established by the instructor.

## Appendix E Syllabi for new courses (7 new courses)

### EDUC 584 Methods and Assessment for ELLs (3 credits) FALL/Spring 201X

Instructor: Dr. Hoe Kyeong Kim  
Office: Academic B 243F  
E-mail: hoekim@binghamton.edu

#### Course Description

This course offers opportunities to develop both content and experiential knowledge in the teaching of English as a Second/Foreign Language. A number of ESL teaching methods will be discussed in light of the linguistics and learning theories that they derive from. The course is designed to develop an understanding of the principles and methods of language teaching and different assessment techniques used to measure students' learning. Furthermore, use of assessment results to improve classroom instructions and major concerns related to assessing English Language Learners will be discussed. A minimum twenty-five (25) hours of fieldwork is required.

#### Course Objectives

The student will be able to

- apply their knowledge of L1 and L2 acquisition to ESOL/ESL learning (TESOL standard 1.b.1)
- vary their teaching style to accommodate students' different learning styles. (TESOL standard 1.b.5)
- integrate different ways of learning and different cultural perspectives into their curriculum and instruction (TESOL Standard 2.f)
- design and apply standards-based programs and instructional models appropriate to individual student needs. (TESOL Standard 3.a.2.)
- plan activities at the appropriate language levels, integrating students' cultural backgrounds and learning styles. (TESOL Standard 3.a.3.)
- implement instructional models appropriate to individual student needs. (TESOL standard 3.a.2)
- provide a variety of activities and settings to assist students in making use of what they know in order to listen effectively. (TESOL Standard 3.b.4.)
- model standards-based reading activities using different genres for students at different proficiency levels and developmental stages, including students with limited literacy in their L1s. (TESOL Standard 3.b.7.)
- provide instruction in a variety of writing development models, including the writing process, which promotes high expectations and personal value for writing. (TESOL Standard 3.b.8.)
- understand and explain the different purposes for assessment (TESOL standard 4.a.1)
- design and adapt classroom tests and alternative assessment measures to make them appropriate for ELLs for a variety of purpose (TESOL standard 4.a.2)
- understand appropriate diagnostic process and document ELL growth and performance required before considering referral for gifted and talented or special education assessment (TESOL Standard 4.a.5.)
- understand norm-referenced assessments, including their strengths and weaknesses, and use this information to make decisions about ELLs. (TESOL Standard 4.b.2.)
- assess ELLs' discrete and integrated ability to use grammar, vocabulary, listening, speaking, reading, and writing to communicate appropriately using performance-based measures. (TESOL Standard 4.b.3.)
- understand various ESL curricular/programs available in the US and their historic contexts.
- develop, examine and evaluate a variety of materials for teaching grammar, vocabulary, reading, writing, listening and speaking in an ESL classroom.

#### Required Textbooks/Resources

1. Larsen-Freeman, D. & Anderson, M. (2011). *Techniques and Principles in Language Teaching*. (3<sup>rd</sup> ed). New York: Oxford University Press.
2. Brown, H.D. & Abeywichrama, P. (2010). *Language Assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
3. Brown, H. D. (2007). *Teaching by Principles: An interactive approach to language pedagogy*. (3<sup>rd</sup> ed) Pearson ESL

### Additional readings

Any further readings will be made available online through the Blackboard course site.

### Course Requirements/Student Outcomes

| Student Outcomes   | Course Requirements            |
|--|--------------------------------|
| -summarize the historical trends in foreign/second language teaching methods<br>-explain and compare various ESL teaching methods  | Methods presentation & Summary |
| -identify diverse linguistic needs of ESL students<br>-design age and level appropriate lesson plans<br>-apply different ESL teaching methods to meet different needs<br>-create effective assessment plan for ESL students<br>-use assessment results to improve classroom instructions<br>-integrate technology in ESL instruction | Lesson & assessment plan       |
| -use assessment results to improve classroom instruction<br>-apply research-based instructional strategies for ESL students  | Mini-teaching & reflections    |
| -understand diverse linguistic needs of ESL students<br>-identify effective assessment plan for ESL students<br>-identify ESL curriculum/program and instructional methods for ESL students<br>-relate field experience to theories and concepts of language teaching covered in the course  | Field experience paper         |

|   |     |
|---|-----|
| Class attendance and participation      | 20% |
| Methods presentation & summary          | 10% |
| Lesson plan & assessment plan           | 20% |
| Mini-teaching & reflections on teaching | 30% |
| Field Experience presentation and paper | 20% |

### Class Attendance and Participation

Students are expected to attend class regularly and participate in the class discussions. Class work that you do within groups/pairs will be considered as participation.

### Presentation on ESL methods (15-20 minutes)

After reviewing the eight different methods for ESL teaching in class, students will be required to do a group (or individual) presentation on one of these methods of their choice and demonstrate it through an appropriate classroom activity. Also you need to submit a three-page summary of 8 teaching methods.

### Lesson and assessment plan

You need to create and design one lesson plan (40-50 minutes) focusing on one out of four language skills (speaking, listening, reading and writing). The lesson plan should include the lesson's objectives, procedures and class activities, use of technology, as well as assessment tools. Your assessment plan should include how you are going to measure the impact of your instruction on your students' learning or how you are going to collect and evaluate your students' work sample. The detailed lesson and assessment plan should be more than 5 pages.

### Mini-teaching and self-reflection

You are required to do mini-teaching once (15 minutes) in the classroom. As part of your mini-teaching, you have to meet with the instructor about your lesson plan in advance. This meeting should be arranged at least one week before your own mini-teaching. On your lesson plan, you need to discuss your teaching materials, methods, and assessment for ESL student(s).

After your mini-teaching, you will write a self-evaluation paper (at least 5 pages) based on feedback from your classmates and the instructor. The purpose of this activity is to give you an opportunity to put some of the theories you read about into practice and to experience teaching in a safe setting. Detailed instructions on mini-teaching and what to turn in will be forthcoming.

### Field Experience Paper

As you will learn several teaching methods and complete 25 hours of field experience, keep notes of your reflections on each method and your field experience. Your final paper should include a summary of your observation of classroom setting, student backgrounds, curriculum, instructional methods, assessment tools and your critical reflection on it. The paper should be 5 pages in length and follow the APA format.

### Grades

A: 94-100,      A- :90-93,  
B+: 87-89,      B: 84-86,      B-:80-83  
C+:77-79,      C: 74-76

### Course schedule/Topics

| Date    | Topics  |
|---------|---|
| Week 1  | Introduction  |
| Week 2  | Overview of ESL curriculums and methods<br>-Content-Based Teaching & Task-Based Teaching<br>-Beyond Methods |
| Week 3  | Lesson plans and Assessment purposes  |
| Week 4  | Integrating four language skills  |
| Week 5  | Method presentation   |
| Week 6  | Teaching & Assessing reading including reading enrichment & remediation                                     |
| Week 7  | Teaching & Assessing listening  |
| Week 8  | Teaching & Assessing speaking and pronunciation   |
| Week 9  | Teaching & Assessing writing  |
| Week 10 | Teaching Grammar  |
| Week 11 | Teaching vocabulary   |
| Week 12 | Classroom Interaction<br>Classroom Management   |
| Week 13 | Authentic Assessment & Portfolio  |
| Week 14 | Presentation  |

**EDUC 585 Global Contexts for TESOL: Sociolinguistic Approaches (3 credits)**  
**Fall/Spring 201X**

Instructor: Dr. Hoe Kyeung Kim  
Office: Academic B 243F  
E-mail: hoekim@binghamton.edu

**Course Description**

As we are living in an increasing globalized world, the importance of educating language teachers to meet this change is critical. The first part of this course covers intercultural communication and global competence. The second part explores issues and topics regarding teaching English in global contexts. This course will provide theoretical and empirical investigation of real-world issues and challenges in which language education is a central issue. Topics include intercultural communication, culture and identity, language policy, and discourse, and cases studies.

**Course Objectives**

The student will be able to

- understand the interrelationships among culture, identity, language, nonverbal codes, and cultural spaces
- understand and promote global competence\*
- comprehend a variety of concepts about culture, including acculturation, assimilation, biculturalism, and the dynamic of prejudice, including stereotyping. (TESOL Standard 2.a.)
- teach cross-cultural appreciation by addressing cross-cultural conflicts and establishing high expectations of ELLs' interactions across culture. (TESOL Standard 2.c.)
- be able to communicate with and build partnerships with students' families (TESOL Standard 2.d.)
- locate and use a range of resources about major cultural groups to deliver instruction (TESOL Standard 2.f)
- appreciate and capitalize on students' different cultural perspectives (TESOL Standard 2.g.)
- use their knowledge of the laws, judicial decisions, policies, and guidelines that have influenced the ESL profession to provide appropriate instruction for students (TESOL Standard 5.a.2.)

\* This competence is developed and demonstrated by investigating the world, recognizing and weighing perspectives, acquiring and applying disciplinary and interdisciplinary knowledge, communicating ideas, and taking action (ACTFL)

**Required Texts/Resources**

- Samovar, L. A., & Porter, R. E. (Eds.). (2014). Intercultural communication: A reader (14th ed.). Boston: Cengage Learning.
- Additional readings related to the topics under discussions will be assigned and distributed by the instructor.

**Course Requirements/Student Outcomes**

| Requirements     | Student Outcomes   |
|------------------|--|
| Weekly questions | -comprehend and articulate the key concepts about culture, identity, intercultural communication and global competence   |
| Journals         | -understand a variety of educational settings, role of language teachers and influence of language education<br>-understand and reflect on current language education policies and trends in the world |
| Case study paper | -explore and investigate different educational settings in the world and recognize its own values and perspectives<br>-promote global competence   |

|                                    |     |
|------------------------------------|-----|
| Class attendance and participation | 20% |
| Weekly questions                   | 30% |
| Journals                           | 20% |
| Case study paper                   | 30% |

### **Class Attendance and Participation**

Students are expected to attend class regularly and participate in the class discussions. Class work that you do within groups/pairs will be considered as a form of participation.

### **Weekly Questions**

Students are expected to bring in at least three questions from the reading assignments. Each question should include the quote from the readings, your interpretation about the text. The questions will be used for peer or group discussion. Journals: Detailed instructions on journal formats and topics will be forthcoming.

### **Case Study Paper (Group project)**

As a final and group project, you will select one EFL setting and explore its education system and policy regarding English language. The data collection can be done through either e-mails or interview (via phone or Skype) with English teachers in that setting. Your final paper should include classroom settings, student backgrounds, curriculum, language policy, instructional methods, and assessment tools and your in-depth understanding of and analysis on them. A detailed instruction will be forthcoming. The paper should be 10 pages in length and follow the APA format.

### **Grades**

A: 94-100,      A- :90-93,  
B+: 87-89,      B: 84-86,      B-:80-83  
C+:77-79,      C: 74-76

### **Course Schedule/Topics**

|         |   |
|---------|---|
| Week 1  | Introduction                                    |
| Week 2  | Teaching English as a global language           |
| Week 3  | Culture and intercultural communication         |
| Week 4  | Globalization and language education            |
| Week 5  | Discourse, society and culture                  |
| Week 6  | Language and identity                           |
| Week 7  | Language teacher identity and development       |
| Week 8  | Teaching in bilingual and multilingual settings |
| Week 9  | Teaching English for specific purposes          |
| Week 10 | Case study 1 (virtual connection)               |
| Week 11 | Case study 2                                    |
| Week 12 | Case study 3                                    |
| Week 13 | Current issues on English education             |
| Week 14 | Presentation                                    |

**EDUC 581 Linguistics for Teachers (3 Credits)**  
Fall/Spring 201X

Instructor: Dr. Shannon Hilliker  
Office: Whitney 324  
E-mail: hilliker@binghamton.edu

**SYLLABUS**

**Course description:** Introduction to methods and approaches in teaching English as a Second Language. Students will gain a knowledge base of teaching ESL through class demonstrations, lesson planning, and working with international students.

To expose students to methods and approaches to teaching ESL

To share teaching ideas and gain experience through class demonstrations, interactions with a non-native speakers, and creating a lesson

To evaluate materials and textbooks used for ESL

To reflect on interactions with ELLs and their use of social and academic language

To gain an understanding of NYS State laws for ELLs

To consider levels, ages, and different types of English learning courses and programs

**Required texts:** *A Course in English Language Teaching* by Penny Ur (2012) ISBN 9781107684676  
Course pack to be printed from Blackboard

**Other resources:** Blackboard will be used to deliver additional readings materials and for online discussions

**Attendance policy:** Your attendance to this course is crucial. If you miss a class session, you will hinder your individual progress, and inadvertently that of the entire class. This course is a student-centered model, where students work collaboratively on a regular basis and have an active role in the classroom. If you are absent, you are affecting the class community as a whole. Keep in mind that not all work can actually be made up if it is done in class in groups. I will not ask you why you have missed class. I will assume that you are choosing your absences wisely.

Please respect your classmates by turning off any distracting devices before class and leaving quietly if necessary. If you are attending class, I will assume you are ready to work and be an active participant. I will take attendance each day to help in learning your name, and a small percentage of your grade will be based on attendance. If you are absent, it is your job to contact me via email or a classmate to see what you missed and what is required for the following class.



## Course Projects and Grade Distributions

### Conversation Pair:

For the practical part of this course you will be required to “meet” with two non-native speaking partners for around two hours per week total. This will start in March. This will not be graded; however, you will have to meet with your partner to do the journal. This is also an obligation to your partner as they are participating in a program with you to help improve their English.

### Journal: (50%- 5 journals at 10 points for each journal entry):

You will be asked to write a journal entry based on specific questions or interactions with your non-native speaking partners. Each journal should consider both partners. I will also ask you to write about the readings as a sort of check that you are indeed reading. In each journal I will pose questions for you to write a one-page (minimum; single-spaced) reflection through the semester. Some of the activities will be related to course topics and others will be related to work with your partner. Your journal is due before class on the due date. Submissions after class will start at half credit. Journals will be submitted via Blackboard; I do not need a hard copy.

### Project: (30%; 10 points for each piece- group presentation, individual lesson plan, individual lesson round table)

Your final project for the class consists of preparing a group presentation with three others to introduce the class to teaching a skill (vocabulary, grammar, reading, writing, listening, speaking, or pronunciation), preparing an individual lesson plan to teach ESL students that skill and a small group round-table to demonstrate your lesson plan activities to part of the class.

### Online class: (10% two at 5 points each)

Twice during the semester the class will take place online rather than meeting at our normal time. Course materials will be provided online and you will take part in an online discussion with your classmates. Your grade for those days will be based on your participation online, and all information will be available when you log on to Blackboard.

### General Participation: (10%; based on overall participation/enthusiasm to learn during the semester):

Every student is asked to participate to the greatest extent possible, bring course materials and something to write with each class period. Attendance will be taken into consideration and if you miss 6 classes or fewer you will automatically get the 10 points towards your final grade.

## Grades

The point total points add up to 100 and will then convert to the following scale. You can follow your grades on Canvas. I will not increase your grade at the end of the semester.

95-100 A

94-90 A-

89-86 B+

85-83 B

82-80 B-

79-77 C+

76-74 C

73-71 C-

70-60 D

59 and below F

**Daily Schedule** (subject to change)

| Tuesday  | Thursday  |
|--|---|
| Week 1 1/27 - Syllabus/Bb/Introduction<br><b>Read Background and Language Objectives</b>   | 1/29 History/Levels/background methods and approaches<br><b>Read SLA.pdf</b>  |
| Week 2 2/3 SLA<br><b>Read Audio-Lingual TPR</b>  | 2/5 Audiolingual Method and TPR<br><b>Read The Silent Way Whole Language</b>  |
| Week 3 2/10 Silent Method and Whole Language<br><b>Read The Lexical Approach The Communicative Approach, Glimore.pdf and Communicative.pdf</b>   | 2/12 Lexical and Communicative Approach<br><b>Read Natural Approach Cooperative Language Learning, naturalapproachnarrative.pdf and cooperativell.pdf</b> |
| Week 4 2/17 Natural Approach Cooperative Language Learning<br><b>Read Content Based Instruction, Task Based Instruction and Ur 14, 15 and 16</b> | 2/19 Content Based Instruction and Task Based Instruction<br><b>Read Lesson Planning and Ur 2, 3 and 4</b>  |
| Week 5 2/24 Final Project Information  | 2/26 K-12 ESL <b>on Bb</b>  |
| Week 6 3/3 Group Time<br><b>Read Ur 12</b>   | 3/5 Assessment and Testing<br><b>Read Ur 7</b>  |
| Week 7 3/10 Error Correction   | 3/12 Stations<br><b>Read Journal Article</b>  |
| Week 8 3/17 EFL  | 3/19 ESP  |
| Week 9 3/24 Group Time   | 3/26 Classroom management and learner differences <b>on Bb</b><br><b>Read UR 5</b>  |
| Week 10 3/31 teaching vocabulary presentation<br><b>Read Ur 6</b>  | 4/2 teaching grammar presentation   |
| Week 11 4/14   | 4/16<br><b>Read Ur 8</b>  |
| Week 12 4/21 teaching listening presentation<br><b>Read Ur 9</b>   | 4/23 teaching speaking presentation<br><b>Read Gilbert-Teaching-Pronunciation.pdf</b>   |
| Week 13 4/28 teaching pronunciation presentation<br><b>Read Ur 10</b>  | 4/30 teaching reading presentation<br><b>Read Ur 11</b>   |
| Week 14 5/5 teaching writing presentation  | 5/7 course evaluations  |

## EDUC 588: Content-Based ESL Curriculum and Instruction (3 credits)

Fall/Spring 201X

Instructor: Dr. Hoe Kyeong Kim  
Office: Academic B 243F  
E-mail: [hoekim@binghamton.edu](mailto:hoekim@binghamton.edu)

### Course Description

This class focuses on application of principles of second language acquisition to promote language, literacy and academic development in content area classrooms. This course will cover the functions and features of academic English language and examine types and features of academic language used in subject areas. During the course, various teaching strategies and techniques will be explored to support both native English speakers and ELLs in their development of content knowledge, thinking skills, communication skills, and literacy skills. Instructional strategies to promote students' listening, speaking, reading and writing will be highlighted. A minimum twenty-five (25) hours of fieldwork is required.

### Course Objectives

Students will be able to:

- use a variety of strategies to help ELLs acquire discourse features and rhetorical patterns characteristic of written and spoken English (TESOL Standard 1.a.3)
- design contextualized instruction using formal and informal language to assist ELLs in using and acquiring language for a variety of purposes (TESOL Standard 1.a.2)
- plan for and implement activities, tasks, and assignments that develop authentic uses of academic language as students access content-area learning objectives (TESOL Standard 3.b.2)
- use theories and research that address how L1 literacy development differs from L2 literacy development to inform their teaching (TESOL Standard 1.b.2)
- use strategies and techniques to modify content area lessons to accommodate ELLs (TESOL Standard 3.a.2)
- plan ESL and content instruction to meet reading and writing needs of SIFE (TESOL standard 3.a.4)
- use effective resources and technology in ESL and content instruction (TESOL Standard 3.c.4)
- provide opportunities for students to practice a variety of speech registers linked to academic and social activities (TESOL Standard 3.b.5)
- collaborate with non-ESL classroom teachers to develop materials and resources that integrate ESL and content areas (TESOL Standard 3.c.2)
- explain and model explicit reading strategies that assist students with standards-based texts from content-area course work. (TESOL Standard 3.b.7.)
- provide leadership to staff in developing collaborative instructional models for ELLs (TESOL Standard 5.b.4.)
- analyze and assess student progress in English and content area knowledge

### Required Texts/Resources

1. Zwiers, J. (2014). Building Academic Language: Meeting Common Core Standards Across Disciplines (2<sup>nd</sup> Ed.) Jossey-Bass. CA.
2. Echevarria, J.& Graves, A. (2014). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities. (5<sup>th</sup> Ed.). N.Y.: Pearson

### Additional readings

Further readings (Journal articles) will be available online through Blackboard

### Student Outcomes/Course Requirements

| Student Outcomes  | Requirements            |
|---|-------------------------|
| -write discussion questions based on the understanding of reading<br>-related to principles of second language learning and teaching          | Discussion Questions    |
| -apply strategies/techniques to support ELLs in content area classrooms<br>-identify and demonstrate effective strategies/techniques for ELLs | Strategy presentation   |
| -understand the functions and features of academic English language   | Integrated Content Area |

|   |                  |
|---|------------------|
| -identify and separate content objectives and language objectives<br>-design and develop lesson plans for three classroom sessions<br>-modify content area lesson plans to support language development of both ELLs and native English speakers<br>-analyze and assess student progress in English and content area knowledge<br>-provide differentiated instructions to meet the needs of students with different cultural, social and linguistic backgrounds<br>-use effective resources and technology in ESL and content instruction | Lessons          |
| -demonstrates learning experience including field experience throughout the course<br>-reflect on techniques/strategies for ELLs.<br>-explain the relationship between reflective practice and improve teaching   | Reflection Paper |
| -identify principles of second language learning in classroom settings<br>-identify teaching strategies used for ELLs in content area and ESL classrooms  | Field Experience |

### **Attendance, Participation, Efforts, & Professionalism (10%)**

Students are expected to attend class regularly, participate in discussions, and complete assigned activities.

### **Discussion Questions (20%).**

After complete the reading assignments, compose at least two discussion questions per reading and submit them to the instructor before class. The questions will be used for group discussion in class.

### **Strategy Presentation (30%)**

Students will demonstrate three strategies they selected in groups. The presentation will be about 20-30 minutes.

For the presentation, select three teaching strategies/techniques, summarize the selected ones and explain why they are effective. Create classroom activities to apply the strategies/techniques and analyze the pros and cons. Provide them with appropriate context to use and recommendations or suggestions.

### **Final Project (30%)**

#### **Integrated Content Area Lessons**

Design three lesson plans that use the concepts discussed in the course and integrate content and language objectives. Each lesson plan has different content and language objectives and assessment tools to measure student progress. The lesson plans (3 lessons) should be at least 12 pages with an introduction and explicitly states your modification for ELLs.

### **Reflection Paper (10%)**

Write a 5 pages reflection paper which demonstrates what you have learned throughout this course and during your field experience.

### **Grades**

A: 94-100,      A- :90-93,  
B+: 87-89,      B: 84-86,      B-:80-83  
C+:77-79,      C: 74-76

### **Course Schedule/Topics**

|         |  |
|---------|--|
| Week 1  | Course overview                                    |
| Week 2  | Social and cultural perspectives of language use   |
| Week 3  | Functions and features of language; BIGS and CALP  |
| Week 4  | Content area variations of academic language       |
| Week 5  | Content and language development                   |
| Week 6  | Sheltered content instruction                      |
| Week 7  | Strategy presentation                              |
| Week 8  | Academic listening and speaking                    |
| Week 9  | Academic reading and writing                       |
| Week 10 | Integrated content area lessons and assessment (I) |

|         |   |
|---------|---|
| Week 11 | Integrated content area lessons and assessment (II)                                   |
| Week 12 | Roles of ESL teacher and professional development: Becoming a reflective practitioner |
| Week 13 | Teacher collaboration   |
| Week 14 | Final project presentations   |

**EDUC 587 L2 Reading, Writing, and Technology (3 credits)**  
Fall/Spring 201X

Instructor: Dr. Shannon Hilliker  
Office: Whitney 324  
E-mail: hilliker@binghamton.edu

**Course Description**

This course provides students with an ever-increasing variety of technologies that can promote students' learning and motivation. In this class, students will first explore what technologies are available to them as ESL/EFL teachers, understand the challenges for teachers and students in both high- and low-technology teaching contexts, and will become critical users of commercial language learning products. Students will experience new media technologies such as wikis and digital stories for language learning. Students are expected to plan and design how to use CALL, Internet resources, and new media technologies in promoting language and literacy developments.

**Course Objectives**

The student will be able to

- define and understand digital literacy and multiliteracies.
- relate current SLA theories to teaching through technology.
- identify and critically analyze software, websites, and other technologies for a variety of teaching contexts.
- create and implement communicative lesson plans utilizing a variety of technologies to develop student accuracy, fluency, and cross-cultural awareness in the L2 classroom.
- integrate use of technology to promote speaking, listening, reading and writing skills.
- evaluate the usefulness of software, websites, and other technologies.
- use technology resources to enhance, create, and adapt instruction to meet ELLs' language and content learning needs. (TESOL Standard 3.c.4.)
- use technology-based assessment to assess ELLs' knowledge in their content areas at varying levels of English language and literacy ability. (TESOL Standard 4.c.3.)
- advocate for ELLs and their families including full access to school resources and technology and appropriate instruction for students with special needs or giftedness (TESOL Standard 5.b.5.)

**Required Texts/Resources**

1. Thomas, M, Reinders, H. & Warschauer, M. (Eds.) (2013). Contemporary Computer-Assisted Language Learning.
2. Meskill, C. and Anthony, N. (2010). Teaching languages online. MM Textbooks.

- Additional readings related to the topics under discussions will be assigned and distributed by the instructor.

**Course Requirements/Student Outcomes**

|   |      |
|---|------|
| In-class and Online Discussion Participation:       | 20%  |
| Evaluation Paper:                                   | 20%  |
| Final Project (two language teaching lesson plans): | 50%  |
| Reflection Paper:                                   | 10%: |

| <b>Requirements</b>                          | <b>Student Outcomes</b>  |
|--|--|
| In-class and Online Discussion Participation | -express their opinions logically both in-class and online discussions   |
| Evaluation Paper                             | -select 4 educational technology tools discussed during the course and<br>-evaluate their educational benefits, in particularly, how the use of those tools could promote language and literacy developments.<br>-explain pros and cons of the tools<br>-recommend the effective ways to use them. |
| Final Project                                | -design and write two language teaching lesson plans<br>-integrate at least 3 of the technology tools introduced throughout the semester.<br>-identify relevant SLA theories and language teaching methodologies.  |

|                  |  |
|------------------|--|
|                  | -present one of their written lesson plans to their classmates.  |
| Reflection Paper | -explain and analyze the development of their learning throughout the semester<br>-discuss future plan and goals for technology use. |

### **In-class and Online Discussion Participation**

Students are expected to participate in both in-class and online discussions actively and regularly.

### **Evaluation Paper**

Students select 4 educational technology tools discussed during the course and evaluate their educational benefits, in particular, how the use of those tools could promote language and literacy developments. In the conclusion, students need to explain pros and cons of the tools and suggest/recommend effective ways to use them.

### **Final Project**

Students will design and write two language teaching lesson plans which integrate at least 3 of the technology tools introduced throughout the semester. In the written lesson plans, students identify relevant SLA theories and language teaching methodologies. Students will present one of their written lesson plans to their classmates.

### **Reflection Paper**

Students explain and analyze the development of their learning throughout the semester and discuss future goals.

### **Grades**

A: 94-100,      A- :90-93,  
B+: 87-89,      B: 84-86,      B-:80-83  
C+:77-79,      C: 74-76

### **Course Schedule/Topics**

|         |   |
|---------|---|
| Week 1  | Course overview   |
| Week 2  | Teaching and learning in the digital age: multi-literacies and digital literacy |
| Week 3  | Online Teaching/Learning and Assessment   |
| Week 4  | Creating and Using Blogs in Teaching  |
| Week 5  | The use of wikis in English Language Classrooms                                 |
| Week 6  | Online Communities of Practice – Online groups                                  |
| Week 7  | Online conference tools & Computer Mediated Communication (CMC) tools           |
| Week 8  | Digital Storytelling & Podcasting   |
| Week 9  | Online interactive activities and quizzes using software programs               |
| Week 10 | 3D Virtual Worlds   |
| Week 11 | Focusing on the social: student participation                                   |
| Week 12 | CALL research trends and their enrichment by methodological approaches          |
| Week 13 | Project presentations (I)   |
| Week 14 | Project presentations (II)  |

## **EDUC 591: Practicum in TESOL: (3 credits)**

Fall/Spring semester

Instructor: Hoe Kyeong Kim, Ph.D.  
Office: Academic B #230A  
E-mail: hoekim@binghamton.edu

### **Course Description**

Students in the M.S. Education in TESOL Program seeking NYS teaching certification complete this TESOL practicum as a Capstone to meet their exit requirement. This Capstone course is designed to help TESOL students refine their skills as teaching professionals. Students will be required to have at least 20 days of field experience in both elementary and secondary classroom settings as required by NYSED. This capstone also aims to encourage student reflection on their previous coursework, as well as explore and clarify their future plans for careers as language teaching professionals. Students will integrate theory, research, and conceptual foundations into planning and executing lessons. They also incorporate these three components when designing and developing instructional materials and assessment instruments. Course activities and products prepare students to be language teaching professionals.

### **Required Textbook**

Yoon, B., & H. K. Kim (Eds.) (2012). *Teachers' Role in Second Language Learning: Classroom Applications of Sociocultural Theory*. Charlotte, NC: North Carolina. Information Age Publishing,

Other readings will be available online through Blackboard Learn.

### **Course Objectives**

The student will be able to

- demonstrate proficiency in all aspects of English (TESOL Standard 1.a.4)
- understand the importance of ELLs' L1 and encourage families to use that language with their children at home (TESOL Standard 1.b.3.)
- plan standards-based ESL and content instruction. (TESOL Standard 3.a.1.)
- plan learning tasks specific to the needs of SIFE (TESOL Standard 3.a.4.)
- continually monitor students' progress toward learning objectives with formal and informal assessment (TESOL Standard 3.a.5.)
- reteach, using alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives (TESOL Standard 3.a.5.)
- provide standards-based ESL and content instruction from relevant national, state, and local frameworks. (TESOL Standard 3.b.1.)
- model activities to demonstrate ways students may integrate skills (language and content) (TESOL Standard 3.b.3.)
- use a variety of texts, including literature and other content materials, to support and aid ELLs' reading development (TESOL Standard 3.b.7.)
- provide instruction in a variety of writing development models, including the writing process, which promotes high expectations and personal value for writing. (TESOL Standard 3.b.8.)
- select print and visual materials that are appropriate for students' age, learning style and language proficiency. (TESOL Standard 3.c.1.)
- enable students to use a variety of learning tools, including hands-on, visual and multimedia means of instruction (TESOL Standard 3.c.3.)
- use technology resources to enhance, create, and adapt instruction to meet ELLs language and content learning needs. (TESOL Standard 3.c.4.)
- create assessment measures that are standards based, valid, and reliable as appropriate. (TESOL Standard 4.a.3.)
- understand obstacles ELLs commonly face and have strategies to help them in such situations (TESOL Standard 4.a.4.)
- share their knowledge and expertise regarding identification, placement, reclassification, and exiting of ELLs with their colleagues. (TESOL Standard 4.b.1.)
- use authentic and traditional criterion-referenced procedures to assess ELLs' language and content-area learning. (TESOL Standard 4.c.2.)
- design performance-based tasks and tools to measure ELLs' progress. (TESOL Standard 4.c.1.)
- model self-and peer- assessment techniques and provide opportunities for students to practice these in the classroom (TESOL Standard 4.c.4.)



- use a variety of rubrics to assess ELLs' language development (TESOL Standard 4.c.5.)
- create and use a variety of rubrics to assess ELLs' language development (TESOL Standard 4.c.5.)
- use their knowledge of the evolution of the field of ESL to design instruction and make instructional and assessment decision and conduct their own classroom-based research (TESOL Standard 5.a.1.)
- design and implement classroom research that will affect their instruction (TESOL Standard 5.a.3.)
- implement a personal professional developmental plan based on interests and reflection, taking advantage of opportunities to support these goals in professional associations and other academic organizations. (TESOL Standard 5.b.2.)
- participate in local professional growth opportunities (TESOL Standard 5.b.1.)
- provide leadership to staff in establishing appropriate instructional opportunities for ELLS (TESOL Standard 5.b.3.)
- provide ELLs and their families with information, support, and assistance as they advocate together for the students and their families (TESOL Standard 5.b.6.)

| <b>Student outcomes</b>   | <b>Course requirements</b> |
|---|----------------------------|
| <ul style="list-style-type: none"> <li>- make instructional and assessment decisions and conduct their own classroom-based research</li> <li>- design and implement classroom research on impact of their own teaching on student learning</li> <li>- articulate and develop their teaching philosophy</li> <li>- describe a personal professional development plan</li> <li>- use a variety of rubrics to assess ELLs' language development</li> </ul> | Journals                   |
| <ul style="list-style-type: none"> <li>- provide standards-based ESL and content instruction from relevant national, state, and local frameworks</li> <li>- plan learning ESL and content instruction to meeting needs of SIFE (if any)</li> </ul>  | Lesson plans               |
| <ul style="list-style-type: none"> <li>- demonstrate teaching effectiveness using students' learning</li> <li>- reteach with alternate materials, techniques, and assessments for students who need additional time and approaches to master learning objectives</li> <li>- use a variety of rubrics to assess ELLs' language development</li> </ul>  | Supervised teaching        |

### **Course Requirements**

|  |           |
|--|-----------|
| Journal entries:                                   | 30 points |
| Lesson plans:                                      | 30 points |
| Evaluation by cooperating teacher (mentor teacher) | 20 points |
| Evaluation by university supervisor                | 20 points |

### **Conferences with supervisor**

You are required to attend TWO conferences organized by the course instructor. These conferences are designed to provide an opportunity to share your teaching experience with other practicum students. The times and places will be informed later.

You are required to spend 80 hours (if you are in-service teacher) or more during the semester in an elementary, secondary or adult ESL classroom. The fieldwork should take place in a single setting (recommended) over a period of 10 weeks or more. You are required to document your fieldwork and write reflective journals based on your observations and reflections. You should describe how you might improve the teaching practices and students' comprehension and learning. Successful completion of the field experience will be evaluated on the basis of the quality of your reflective journals as well as the instructor's and cooperating teacher's evaluations.

### **Journal Entries**

You will be required to submit THREE (3) journal entries throughout the semester. Each entry should be typed and double-spaced. Each paper should be more than five pages.

### **Journal #1: Teacher collaboration plan**

Describe collaboration between ESL and content area teachers. From your observation, design and plan activities which promote collaboration between ESL and content area teachers. Also include how you can reach out to students' parents and their community.

## **Journal # 2 Classroom research**

Conduct your own research on the effectiveness of your teaching methods or strategies. Measure the impact of your instruction on students' learning. Show your teaching effectiveness by reporting your students' learning using one of the following assessment tools: a) pre-and post-test of knowledge (content/language skill) or b) student work sample. After collecting the data from your students, make a chart comparing pre-and post-test results for each individual student or write a summary report on the evidence of their learning (if you are using student work sample). Reflect on your own teaching/instruction based on the data you collected.

## **Journal #3 Teaching Philosophy Statement**

Based on the course work and field experience, you need to articulate your philosophy of teaching. In your teaching philosophy statement, include educational purpose and learning goals for students, your teaching methods, methods for assessing students' learning, assessment of teaching and your professional development plan.

### **Practicum Lesson Plans (30 points)**

You are provided with guidelines for your lesson plans in the Methods class. You need to submit TWO lesson plans that you will actually teach as part of your practicum requirements. You should consult the cooperating teacher (mentor/cooperating teacher) on the topic for your teaching unit.

The content of the lessons should be appropriate for the students' age level and proficiency in English. The lesson plans should include the lesson's objectives, procedures, and class activities as well as assessment tools. Make sure that the activities accommodate all learning styles and reflect the teaching techniques you have studied about in the Methods class.

- a) Language standards and content standards (2 points)
- b) Age and level appropriateness (2 points)
- c) Integration of language skills (3 points)
- d) Design of class activities (2 points)
- e) Use of group/pair work (1 points)
- f) Assessment plan (3 points)
  - an outline of the assessment tools to be used
  - a rationale for the selection of assessment tools
  - Evidence of teaching effectiveness (See Assessment tools and procedure)
  - a self-assessment tool (a self-rating rubric that your ESL students use over the course of the two lessons)
- g) Reflection (2 points)

\* Assessment tools and procedure

- a) Pre-and post-test of knowledge:
  - conduct a pre-test at beginning of your lesson (pre-test)
  - teach your lesson
  - conduct a post-test after your lesson
  - make a chart comparing the results

b) Student work sample

- collect and evaluate your students' work (either written work or oral performance) after your lesson using a scoring rubric that you develop (or you can use your mentor teacher's scoring rubric)
  - write a summary report

### **Practicum Teaching and Supervisor Evaluation**

During the semester, you are required to teach TWO lessons. Your supervised teaching of two lessons will be evaluated by the course instructor and your cooperating teacher (mentor/cooperating teacher).

### **Grades**

|            |            |          |
|------------|------------|----------|
| A: 94-100, | A- :90-93, |          |
| B+: 87-89, | B: 84-86,  | B-:80-83 |
| C+:77-79,  | C: 74-76   |          |

### **Tentative Schedule**

|         |  |
|---------|--|
| Week 2  | Submit your observation schedule and practicum teaching plan <ol style="list-style-type: none"><li>1. Dates and times of your first and second teaching sessions</li><li>2. Teaching topics/subjects and student grades</li><li>3. Name and contact information of your mentor teacher</li><li>4. Your practicum school address and phone number</li></ol> |
| Week 5  | First conference with the instructor   |
| Week 9  | Second conference with the instructor  |
| Week 14 | Journals due   |

**EDUC 595: TESOL Capstone Project or Thesis (2 credits)**  
Fall/ Spring Semester

TESOL majors will take this advisor-guided independent study in their final semester. This capstone course provides a unified research base upon which to complete the student's master's project. The course instructor and the student's advisor must approve the proposal prior to implementing the project and both will have to approve the project as meeting Satisfactory (B or Better) in order for the student to receive credit for the course.

The outcomes of this course are designed to prepare students to perform formal inquiry at the graduate level.

**Objectives**

Successful students will

- Analyze and evaluate research articles critically
- Write a literature review
- Design and develop a research study
- Engage in self-reflective practice and inquiry
- Conduct a research study
- Collect and analyzing data

Class time in this independent study course will be used to assure that students have grounding in the necessary skills needed to complete their project/thesis. The class will meet regularly in the beginning of the semester to consider and share potential projects. Different types of projects/thesis papers will be discussed. As the semester moves along, the instructor will spend the first hour of class time answering questions that are of interest to all students and working individually with students. Students will also use e-mail or make appointments with the course professor and their Advisor. Since this course requires considerable of out-of-class work and independent study, the class generally will not meet for the full scheduled time.

**Recommended Materials:**

American Psychological Association. *Publication Manual of the American Psychological Association*. (Sixth Edition). Washington, D.C.

**Grading Policy:** This course provides an "S" for Satisfactory or "U" for Unsatisfactory. Because this course is the culminating experience for a graduate masters program, Satisfactory means that the student has reached a B level on the product produced for this course. Both the course and the Advisor must agree on the final determination of "Satisfactory" work. Graded S/U only.

**Grading Criteria:**

- The research paper has a clear focus and direction.
- There is a clear description of the project, including research questions and subsequent anticipated outcomes.
- The research paper provides an adequate and relevant review of the literature.
- The research paper includes a discussion of the potential significance of the project.
- Style and Mechanics

**Requirement:** Depending upon the nature of the project, students may choose:

- Option 1. The Thesis (original analysis and extensive review of literature)
- Option 2. Research project paper (action research and analysis of outcomes)

A. Option 1. Thesis

The thesis will represent an original contribution, based on a comprehensive understanding of a topic in the student’s area of study. Approval must be obtained from the advisor before commencing with a written paper and candidates must present thesis topic and general outline to the committee prior to starting. An oral exit interview with the committee is required. The advisor and other faculty members will serve as the examining committee.

The thesis needs to be 25-30 pages long, with a reference list including at least 10 peer-reviewed recent journal articles, and at least 20 sources in total.

B. Option 2. Research Project Paper

This option will require the student to utilize a problem-solving method to approach a real-world problem in second-language teaching and learning. The student will identify the problem, collect data, analyze the issues and draw conclusions. Unlike a traditional research study, action research is of limited scope addressing an authentic problem in a local school district. An approved research plan is required before the student can collect data for the project.

The final written report will consist of six chapters (introduction, literature review, methodology, results, discussion & conclusion) paralleling the problem solving method. The final paper needs to be 20-30 pages long, with a reference list including at least 8 peer-reviewed journal articles and a minimum of 10 sources in total. Relevant information from the literature review should be described clearly in the paper.

**Obtaining IRB Approval**

Individuals affiliated with Binghamton University who conduct research on human subjects must submit applications to the Internal Review Boards (IRB) to verify that human subjects are treated in an ethical manner. Students will work with the faculty to complete the application and apply for IRB approval. If a proposed study involves pre k-12 students’ data, students also need to submit the application to the local school board. Assurances such as a strict confidentiality policy (including the removal of all student, teacher, school, and district names) and the attainment of parental permission/consent and student assent will be put forth on the IRB application. *Students **may not** begin data collection prior to obtaining IRB approval and gaining parental consent and student assent.*

**Course Outline**

| Weeks  | Class Activity   | Due Dates                 |
|--------|--|---------------------------|
| Week 1 | Overview<br>What question or idea do you want to pursue? |                           |
| Week 2 | What is already known about the topic?                   | Come to class with ideas. |
| Week 3 | Independent study  |                           |
| Week 4 |  | e-mail: one-page outline. |

|         |                          |                                       |
|---------|--------------------------|---------------------------------------|
| Week 5  | Independent study        |                                       |
| Week 6  |                          | discuss feasibility of project        |
| Week 7  |                          | Completion of 4-5 page draft proposal |
| Week 8  |                          | Return of draft proposals             |
| Week 9  | Putting it all together. | discuss your draft proposal           |
| Week 10 |                          | If approved, begin data collection    |
| Week 11 | Revise                   |                                       |
| Week 12 |                          | Hand in draft of final project.       |
| Week 13 | Independent study        |                                       |
| Week 14 |                          | Final project is due.                 |

**Appendix F**



**External Instruction Form  
EPP Form 2E**

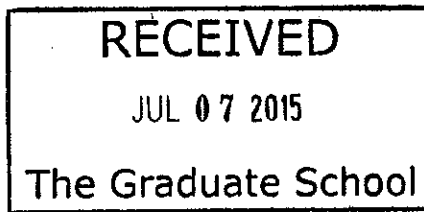
This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, fieldwork, clinical placements, internships, and the like, which are offered in cooperation with external partners, such as public agencies or schools.

| <b>Section 1. General Information</b>                         |   |  |
|---|---|--|
| <b>Item</b>   | <b>Response (type in the requested information)</b>                             |  |
| <b>a) Institutional Information</b>                           | Campus(es) where the program will be offered                                    | <u>SED Institution Code</u>  |
|   | Binghamton University   | 211000   |
| <b>c) Proposed Program Information</b>                        | Program Title:  | TESOL  |
|   | <u>Award(s)</u> (e.g., B.A., M.S.):   | MS in Education  |
|   | <u>New York State certificate title(s)</u> and level to which the program leads |  |
|   | Certificate Title(s)  | Initial, Provisional, Initial/Prof                                       |
|   | ESOL  | Initial/Professional   |
| <b>d) Campus Contact Person for Field Placements</b>          | Name and title: Dr. Rhonda Branca, Director of Placements                       |  |
|   | Telephone: (607) 777-2581   | E-mail: <a href="mailto:places@binghamton.edu">places@binghamton.edu</a> |
| <b>d) Campus Contact Person for Supervision of Placements</b> | Name and title: Dr. Hoe Kyeong Kim (and other professors, as appropriate)       |  |
|   | Telephone: (607) 777-4336   | E-mail: <a href="mailto:hoekim@binghamton.edu">hoekim@binghamton.edu</a> |

Use the table below to provide proposed arrangements for required external instruction in the certification program. List up to five typical sites for external instruction.

Type of Placement: [field experience and practicum]

| <b>Name, Title of Site Contact Person</b>                   | <b>Name and Address of Placement Site</b>                          | <b>Number(s) of placements per year</b> |
|---|--|---|
| Ms. Briditte Pittarelli, ESL teacher of Elem. School        | Benjamin Franklin Elem. School, 262 Conklin Avenue, Binghamton, NY | 2~3                                     |
| Ms. Jennifer Lobdell, ESL teacher of Middle School          | Johnson City Middle School, 601 Columbia Dr. Johnson City, NY      | 2~3                                     |
| Ms. Patricia Roberto, ESL teacher of High School            | Johnson City High School, 666 Reynolds Rd. Johnson City, NY        | 2~3                                     |
| Ms. Carrie Kay, ESL teacher of High school (7-12)           | Binghamton High School, 31 Main Street, Binghamton, NY             | 2~3                                     |
| Mr. Charles Lauth, ESL teacher of Middle school (K-6, 7-12) | Vestal Middle School, 205 Woodlawn Drive, Vestal, NY               | 2~3                                     |

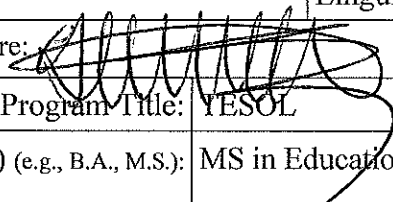


## External Evaluation Report

EPP Form 2D

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this report form, and submit to the institution an individual, signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan prior to submitting it for SUNY review. Following SUNY proposal approval, if an external evaluation of the proposed program is required by the State Education Department (SED), SUNY includes External Evaluation Reports and the Institutional Response in the full proposal that it submits to SED for registration.

| Section 1. General Information         |   |   |                                |
|--|---|---|--------------------------------|
| Item                                   | Response (type in the requested information)  |   |                                |
| <b>a) Institution</b>                  | Campus(es) where the <u>entire</u> program will be offered and <u>SED Institution Code</u><br>Binghamton University<br>SED CODE: 211000 |   |                                |
| <b>b) Evaluator</b>                    | Name (Print)  | Title                                     | Institution                    |
|  | Gulbahar Beckett  | Professor,<br>TESL/Applied<br>Linguistics | Iowa State University          |
|  | Evaluator Signature:                                 |   | Evaluation Date: June 21, 2015 |
| <b>c) Proposed Program Information</b> | Program Title: YESOL  |   |                                |
|  | Award(s) (e.g., B.A., M.S.):  | MS in Education                           |                                |

### I. Program Evaluation

- a) Assess the program's purpose, structure, and requirements, as well as formal mechanisms for program administration and evaluation. Address the program's rigor, coherence, and inclusion of current material to prepare candidates for current requirements (e.g., DASA, new certification exams).

The proposed program is rigorously designed with knowledge, skills, and competencies learning outcomes aligned with CAEP/TESOL standards and based on Binghamton University's Strategic Road Map. It will advance the university's mission by preparing teacher candidates equipped with advanced knowledge in second language acquisition theories and policies as well as pedagogical skills to teach ELLs in the state and nation. The program aims to develop graduates' skills in much needed cross-cultural communication and analysis to help build "transdisciplinary bridges between language and learning." The program includes number and type of courses as well as credits comparable to peer institutions in other states (e.g., Ohio). It is coherently designed covering essential topics expected for programs of this type. The proposed materials are up-to-date and commonly used in the field as appropriately rigorous for programs of this kind. Admission requirement of 3.0 GPA is equal to most peer institutions and above the requirements of some other institutions. GRE requirement also makes this program rigorous and puts it above some peer institutions that



do not require it. The proposed program can be even more rigorous if the EDUC 5XXX Capstone is called TESOL "Master's Project" or "Master's Thesis" to allow for an option for students to do more substantial work leading to empirical research projects or theses.

- b) Comment on the special focus of this program, if any, as it relates to the discipline.

The proposed program will prepare content area teachers to work with English as a Second Language (ESL) students (a.k.a. ELLs) and offer "in-service teachers initial certification in TESOL." Due to the record increase of ESL student population nationally and globally, these options are much needed and it is great that Binghamton University GSE is able to address this need.

- c) Comment on the plans and expectations for self-assessment and continuous improvement.

A thoughtful and systematic plan is proposed for self-assessment. These include collecting necessary data including students throughout their course of study, during clinical experiences, at program completion, and at one year after graduation. Specific data will include students' grades for each course, program completion survey, and NYS's teacher certification test results as well as CAEP and SPA assessments.

- d) Discuss the relationship of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

The proposed program seems to have mutually supportive and beneficial relationship with collaborating institutions and relevant departments on and off campus. For example, the program already works with local schools (e.g., Benjamin Franklin Elementary School, Johnson City High School, and Binghamton High School). The program also has strong support from the Literacy faculty, Linguistics Department, the Graduate School, the university libraries, and the Provost's Office.

- e) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

The proposed program is based on needs analysis and analysis of regional competition, which are statistically presented in the proposal. Based on my interpretation of that data and professional knowledge, the proposed program will attract the anticipated number of students as well as some additional students who may wish to teach abroad where demand for English language learning and English medium instruction is increasing at all levels including in the P-K-12 contexts. This program should also draw students from Study Abroad programs as well as students who need courses to full-fill their international education; global studies, and intercultural communication related areas of study. As such, the proposed program can help Binghamton University and the State of New York materialize internationalization missions.

## **II. Faculty**

- a) Evaluate the faculty, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field in relation to courses to be taught.

The proposed program faculty are well qualified to start and sustain what they proposed. They make a great team contributing complimentary expertise and experience necessary for teaching in administration of the program.

Dr. Hoe Kyeong Kim, Associate Professor of TESOL, will be devoting 100% of her time and attention to the program. She will be teaching *Second Language Acquisition; Methods and Assessment for ELLs; Global Context for TESOL: Sociolinguistics Approach; and Content-Based ESL Curriculum and Instruction*, etc. courses. Dr. Kim has the necessary expertise and experience to teach these and other courses and take leadership role in the program. She worked in three states including NY and has international experience and connections. She seems to have good rapport with the Dean of GSE, her colleagues in the program, as well as area schools. Dr. Kim is well published on topics directly relevant to the proposed program, has grant work experience, and professional leadership experience that will be helpful for the success of the proposed program.

Dr. Beth Burch, Professor and Dean of GSE, will be devoting 12.5% of her time and attention teaching *Grammar for English Teachers*. She has numerous years of experience teaching such courses and has teaching certificates in three states. She has published widely and obtained and administered multiple grants. Dr. Burch's expertise, support, and leadership can play crucial role in the success and sustainability of the program. I can imagine her leading the team to apply for more grants to support this particular program as well.

Dr. Shannon Hilliker will be devoting 50% of her time and attention to the proposed program teaching *Linguistics for Teachers; Reading, Writing, and Technology; Methods and Assessment for ELLs; and Content-based ESL Curriculum and Instruction* courses. She is experienced TESL professional who has taught many ESL, diversity, technology, and instructional methods courses. Dr. Hilliker already works with the faculty who will be teaching in the proposed program.

Dr. Bogum Yoon, Associate Professor of Literacy Education, will be devoting 12.5% of her time to the proposed program teaching *Foundations of Bilingual and Multilingual Education*. She has TESOL and English Language Arts certifications. Dr. Yoon has published widely including on English language learning and second language teacher training. She is also experienced in teaching ESL for content area teachers and language and literacy instruction for K-12 ELLs.

Dr. Erin Washburn, Assistant Professor of Literacy Education, will be devoting 12.5% of her time and attention to the proposed program teaching *Language and Literacy Assessment and Teaching* course. She has K-12 ESL Supplemental Certification and relevant publications as well as on-going research. Dr. Washburn has years of experience in teaching Literacy assessment as well as graduate student supervision and grant pursuit.

Dr. Douglas Glick, Associate Professor of Linguistics, will be devoting 12.5% of his time and attention to the proposed program, teaching *Linguistics for Teachers* course. He has international experience in teaching and researching Linguistics. Dr. Glick is well published on the topic and has had several grants and fellowships.

- b) Assess the faculty in terms of number and plans for future staffing.

The proposed program is sufficiently staffed with existing faculty. I do not see any need for additional faculty at this time.

- c) Evaluate faculty responsibilities for the proposed program, taking into account their other institutional and programmatic commitments.

The faculty responsibility for the proposed program is reasonable. It is smart to have more than one faculty (e.g., Dr. Kim and Dr. Hiller) teach some of the same courses and expose students to the expertise of so many professors listed above.

- d) Evaluate faculty activity in generating funds for research, training, facilities, equipment, etc.

Most faculty involved in the proposed program are experienced with obtaining and administering grants. For example, Dr. Burch has had several large grants for teacher training and other initiatives. Dr. Kim was part of a large teacher-training grant. Other faculty have also had various grants. During site visit, we were assured that they would continue pursuing grants for research, training, and equipment.

- e) Evaluate credentials and involvement of adjunct faculty, including field supervisors, and support personnel.  
N/A.
- f) Discuss any critical gaps related to faculty and stated campus plans for addressing identified gaps.

There is no gap noticed.

### III. Students

- a) Comment on the student population the program seeks to serve, and assess plans and projections for student recruitment and enrollment.

The proposed program plans to serve students who wish to be content area teachers and will also work with ELLs as well as those who wish to pursue “in-service teachers initial certification in TESOL”. Plans and projections for recruitment and enrollment are carefully and reasonably made based on survey of student interests and need in the profession. I see no problem for the proposed program to reach its projected goal.

Will recruitment efforts and admissions criteria result in a sufficient pool of highly qualified applicants and enrollees?

I believe so.

- b) Comment on recruitment plans for candidates from underrepresented groups.

The proposed program plans to work with Binghamton University’s Affirmative Action policies.

- c) Does the program give adequate attention to the needs of part-time, minority, or disadvantaged students?

The proposed program states that it will implement Binghamton University’s strong commitment to affirmative action and that it will “offer access to services and recruit students and employees without regard to race, color, sex, religion, age, disability, marital status, sexual orientation and national origin.” (p. 7)

- d) Assess the system for monitoring students’ progress and performance and for advising students regarding academic and career matters.

The proposed program has systematic plan for advising and mentoring. Each student will have a TESOL faculty advisor to guide them throughout their studies in the program in addition to various assistance they receive during orientations and from their course professors. Students progress will be formally and informally assessed starting from before registration to completion of practica and capstone projects. Issues will be addressed as they arise.

### IV. Resources

- a) Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities.

We are told that Binghamton University has adequate number of classrooms, libraries, and computer labs. It also has sufficient number of relevant journals and books that the students and faculty in the proposed program need for their learning and teaching. The university Health Services, Disability services, Writing Center, and career counseling will be available for students enrolled in the proposed program. Loans and other financial support are available for eligible students.

- b) Comment on the adequacy of resources for locating field and clinical experience sites and for supporting students while completing field and clinical experiences.

There are sufficient number of schools in Binghamton area for practica necessary to complete the proposed program. The program faculty has good rapport with them and has their support for current and future students.

- c) Based on discussions with faculty and administrators about administrative support for the program, what is the degree of institutional commitment to the program as demonstrated by a) the operating budget, b) faculty salaries, c) the number of faculty lines relative to student numbers and d) workload?

It was clear that there is a strong institutional support for the proposed program and adequate number of qualified and interested faculty designated to teach the courses designed for it. Additionally, the Graduate School of Education Dean is personally and enthusiastically involved in designing the program, writing the proposal, and will be teaching in the program. The Graduate School Dean is also very interested in the success of the program and strongly supports the program as well. There is also a clear indication that upper administration (e.g., The Provost and Senior Vice Provost) also understand the purpose, goals, and objectives of the proposed program and committed to its success.

- d) For programs leading to initial certification, comment on the partnerships in place and their ability to provide an adequate number of sites for field placements, student teaching, and internships in relation to the number of students in the program.

The proposed program does have sufficient number of schools for practica placement. Principals and teachers at the schools we visited indicated willingness and enthusiasm to receive practicum students and help mentor them. They also see mutual benefits of such collaboration.

#### IV. Summary Comments and Additional Observations

- a) Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered, including the need for preparation in the specific certificate title(s).

The proposed program is scientifically designed to meet professional standards and regional well as state needs for teachers who can teach increasing number of ELLs and is in alignment with the university's strategic road map. The rigor of the program matches any such program at peer institutions. The program has sufficient number of qualified and committed faculty and leadership as well as other resources in place for its success and sustainability. The proposal is impressively complete with policies, syllabi, and advising guides all written up. The program seems to be ready to be launched at any time.

- b) If applicable, particularly for graduate programs, comment on the ways that this program will make a unique contribution to the field, and its likelihood of achieving State, regional and/or national prominence.

The proposed program will make contribution to the field by addressing the shortage of teachers who can teach the nation's increasing number of ELLs. The program can reach state and national prominence by hiring a couple of renowned senior scholars in TESL/Applied Linguistics and add a Ph.D track.

- c) Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The proposed program's practicum hours are impressive. Such an extensive practicum and other courses are great combination for preparing well-rounded teachers.



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 JUL 13 2015  
 The Graduate School

**External Evaluation Report**  
 EPP Form 2D

The External Evaluation Report is an important component of a new academic program proposal. The external evaluator's task is to examine the program proposal and related materials, visit the campus to discuss the proposal with faculty and review related instructional resources and facilities, respond to the questions in this report form, and submit to the institution an individual, signed report that speaks to the quality of, and need for, the proposed program. The report should aim for completeness, accuracy and objectivity.

The institution is expected to review each External Evaluation Report it receives, prepare a single institutional response to all reports, and, as appropriate, make changes to its program proposal and plan prior to submitting it for SUNY review. Following SUNY proposal approval, if an external evaluation of the proposed program is required by the State Education Department (SED), SUNY includes External Evaluation Reports and the Institutional Response in the full proposal that it submits to SED for registration.

| Section 1. General Information  |   |                               |                           |
|---------------------------------|---|-------------------------------|---------------------------|
| Item                            | Response (type in the requested information)  |                               |                           |
| a) Institution                  | Campus(es) where the <u>entire</u> program will be offered and <u>SED Institution Code</u><br><br>Binghamton University; SED Code: 211000 |                               |                           |
| b) Evaluator                    | Name (Print)  | Title                         | Institution               |
|                                 | Laura Baecher   | Associate Professor,<br>TESOL | CUNY Hunter<br>College    |
|                                 | Evaluator Signature: <i>Laura Baecher</i>   |                               | Evaluation Date: 7/2/2015 |
| c) Proposed Program Information | Program Title:  | TESOL                         |                           |
|                                 | Award(s) (e.g., B.A., M.S.):  | MS in Education               |                           |

**I. Program Evaluation**

- a) Assess the program's purpose, structure, and requirements, as well as formal mechanisms for program administration and evaluation. Address the program's rigor, coherence, and inclusion of current material to prepare candidates for current requirements (e.g., DASA, new certification exams).

Binghamton University's TESOL graduate program is designed for content area teachers certified or becoming certified who are seeking New York State certification in ESOL (English to Speakers of Other Languages) and a master's degree in TESOL (Teaching English to Speakers of Other Languages). The program would offer teachers with prior certification in another content area an additional certification in ESOL, which enables them to teach English Language Learners (ELLs) students in PreK-12 settings. Students in the program are required to take 31 course credits and complete NYS certification requirements.

The program will prepare students to work with ELLs in various settings and to meet the requirements for NYS certification in TESOL. The curriculum includes research on first and second language acquisition, language and literacy development, methods and assessment

for ELLs, global awareness, use of technology in teaching, and the practical techniques needed to teach ELLs in various school settings. The proposed program includes field experience courses and a supervised student teaching/practicum. The average duration of this program is three semesters of full-time study.

The purpose of the program is to provide a pathway to certification in teaching English as a Second Language (ESL), P-12 in New York State for candidates holding or in the process of receiving their initial certification in another subject area. The program provides coursework aligned to New York state certification requirements in core subject areas and in fieldwork and college-supervised practica. Candidates will be required to take and pass the Content Specialty Test and the DASA.

- b) Comment on the special focus of this program, if any, as it relates to the discipline.

One of the unique foci of this program is its targeted attention to teachers with prior certification, either in a secondary content area or in childhood/early childhood common branches. These educators are required to obtain a Masters degree within 5 years to move to professional certification status in New York state, and a Masters degree plus TESOL certification meets these teachers' needs, aligns with their interest in gaining ESL teaching certification, and responds to the need in the state for more dually-certified teachers.

A second foci that is special to this program is the nature of the Binghamton University community, which is exceptionally international in nature. Due to the presence of such a large number of international students, there is a well-regarded intensive English program on campus and an orientation by faculty towards inter-cultural awareness and the globalization of English as a world language. This is infused into their coursework and will provide access to various practica and observation opportunities on campus.

- c) Comment on the plans and expectations for self-assessment and continuous improvement.

The faculty will plan to collect data for accreditation purposes in the form of embedded signature assessments and use student performance data from those key assessments to measure student learning outcomes. They also plan to continuously monitor student engagement and experience in the program through course and faculty evaluation surveys, and to conduct peer observations of courses offered.

- d) Discuss the relationship of this program to other programs of the institution and collaboration with other institutions, and assess available support from related programs.

This program is being developed within the school of education and has the collaboration of faculty and administration of previously existing programs such as literacy and English education particularly involved in its creation. Many TESOL programs are developed within departments of linguistics or in ways that are external to main schools of education, which is problematic when offering a K-12 certification program. In this case, the program is integrated into the existing fabric of program offerings. Additional support will come from the intensive English language program housed on campus.

- e) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

This program's development is very timely considering the incredible uptick in demand for classroom teachers who are dually certified in a content area or childhood/early childhood common branches, and ESL. This is due not only to the large and continuously growing population of English learners in the state and country, but to the recent amendment to the Chancellor's regulation Part 154 which calls for significant changes to staffing in schools with EL populations. These new regulations call for schools to provide learning environments for EL students that include content teachers who are dually certified as instructors, or to provide co-teaching partnerships in which one teacher is ESL certified. Schools and districts are clamoring for teachers with ESL certification so the demand for this program is clear.

## II. Faculty

- a) Evaluate the faculty, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field in relation to courses to be taught.

Seven faculty members were included in the program proposal, each of whom would bring expertise to the instructional design and delivery of the proposed TESOL program. Four are tenured, one is tenure-track and two are lecturers, which is a good ratio for offering consistent and ongoing support to the program.

In the areas of experience, research, publication and recognition the staff and faculty are all active in their fields, and most have published in areas directly relevant to the field of TESOL, especially Dr. Kim and Dr. Yoon.

- b) Assess the faculty in terms of number and plans for future staffing.

The number of faculty appears appropriate for the program size.

- c) Evaluate faculty responsibilities for the proposed program, taking into account their other institutional and programmatic commitments.

Dr. Kim appears to be principally in charge of the coursework and program administration, with Ms. Hilliker following in responsibilities and time. The other faculty's expected contribution of time appears to be appropriate.

- d) Evaluate faculty activity in generating funds for research, training, facilities, equipment, etc.

Faculty appear active in seeking grant funding, especially Dean Burch, and this could benefit the development and growth of the proposed TESOL program.

- e) Evaluate credentials and involvement of adjunct faculty, including field supervisors, and support personnel.



Adjunct faculty, specifically Ms. Brondell and Ms. Hilliker, are highly qualified to carry out the work of teaching TESOL courses and serving as clinical supervisors. Both have extensive practical experience in teaching ESL and in working to train new teachers.

- f) Discuss any critical gaps related to faculty and stated campus plans for addressing identified gaps.

The only critical gap I perceive is with the use of Dr. Glick as the linguistics instructor. His area is anthropological linguistics, not educational linguistics and I would prefer to see an Applied linguistics instructor, even if adjunct, offering the Linguistics for Teachers course. This is an essential course and requires someone who has extensive ESL teaching experience.

### III. Students

- a) Comment on the student population the program seeks to serve, and assess plans and projections for student recruitment and enrollment.

The program intends to serve a student population who have completed their bachelors degrees and who wish to teach English to speakers of other languages in the US or abroad. Many undergraduate education majors at Binghamton University have expressed interest in pursuing their degree in TESOL either to work in K-12 educational settings or to teach adult or college-level English learners. This would be the only program regionally that offers a masters in TESOL and thus would meet the needs and interests in Western New York state. Currently, students interested in a TESOL degree must move out of the region to attend a program. The expected enrollments are therefore realistic and modest, especially in the initial years of the program's development.

- b) Will recruitment efforts and admissions criteria result in a sufficient pool of highly qualified applicants and enrollees?

Recruitment efforts will include hosting an information table at the International TESOL convention, the NYS TESOL convention, and via SUNY communications. The internal pool of potential applicants from Binghamton University will also provide a large number of potential students.

- c) Comment on recruitment plans for candidates from underrepresented groups.

The program will draw heavily on its existing undergraduate student population, which include many underrepresented groups. Because the program will attract multilingual, multicultural individuals, it will likely represent a more diverse population than other masters programs.

- d) Does the program give adequate attention to the needs of part-time, minority, or disadvantaged students?

The program will be able to draw upon the resources of Binghamton University in offering students financial aid packages, writing support, career services, etc.

- e) Assess the system for monitoring students' progress and performance and for advising students regarding

academic and career matters.

An advisor from the TESOL program will be assigned each new admit, who will meet with them individually and via group advisement to ensure that students are successfully moving through the program.

#### **IV. Resources**

- a) Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities.

The facilities are excellent at Binghamton University, and the library already has a large collection of language acquisition titles and journal access to top titles in the field.

- b) Comment on the adequacy of resources for locating field and clinical experience sites and for supporting students while completing field and clinical experiences.

The clinical experience opportunities are a real strength of this program proposal. From our visit to campus to conduct the external review, we could see that both a local elementary district and a secondary district have deep ties to the university through their pre-existing teacher education programs, and have a strong desire to partner with the program to offer ESL placements in their schools. The principals, superintendent, and teachers were highly professional, knowledgeable, and caring about the well-being of their ELL K-12 populations and eager to work with and host Binghamton TESOL teacher candidates.

- c) Based on discussions with faculty and administrators about administrative support for the program, what is the degree of institutional commitment to the program as demonstrated by a) the operating budget, b) faculty salaries, c) the number of faculty lines relative to student numbers and d) workload?

Based on our conversations with administration and faculty during our on-campus visit, we found exceptional support systems to be in place for the proposed program. At all levels, from the hiring of Dr. Kim to lead and teach the program's coursework, to engagement with other full time faculty in teacher education, to the Dean of the School of Education and to the provost's office, there was unanimous support in terms of budget, workload, and staff support for the proposed TESOL program.

- d) For programs leading to initial certification, comment on the partnerships in place and their ability to provide an adequate number of sites for field placements, student teaching, and internships in relation to the number of students in the program.

The number of placements can be accommodated in the schools within the existing Binghamton University teacher education partnerships, as there are is expanding population of ELLs in the Binghamton and Johnson City school districts and high demand for student teachers and fieldwork students with a background in TESOL.

#### **IV. Summary Comments and Additional Observations**

- a) Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered, including the need for preparation in the specific certificate title(s).

Major strengths of the program proposal include:

- The backdrop of Binghamton University's student body, campus resources, and its school of education as supports to this TESOL program's success
- Strong ties between the School of education and the neighboring school districts, many of whom are experiencing increases in their EL populations
- Dedicated full time faculty committed to teaching and administering the TESOL program
- Focus on Masters plus additional licensure in a high-demand certification area in NY State

Some weaknesses to consider addressing include:

- Linguistics course instructors to come from an Applied rather than Theoretical linguistics background to make content most relevant for ESL teacher candidates
  - Grammar and writing course instructors to be from a second language writer/learner grammar rather than taught by faculty with expertise in monolingual English grammar and writing; also needs to address the range from P-12 in learner levels
  - Need for Practicum teaching to require more than 2 planned and delivered lessons; candidates should be expected to teach for the bulk of their placement, and to consider extending the number of days from the minimum to parallel the Binghamton University course semester to allow for richer and deeper classroom learning; schools too were concerned about too-short placements.
- b) If applicable, particularly for graduate programs, comment on the ways that this program will make a unique contribution to the field, and its likelihood of achieving State, regional and/or national prominence.

The program will provide needed TESOL expertise and therefore, support services to English learner populations of students in the Southern tier, an area of the state that has experienced a significant influx of immigrant families and have few institutions of higher education to provide leadership in this area.

- c) Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The program proposal contains the necessary and relevant coursework needed to prepare ESL candidates for an additional certification and a Masters degree in New York State.

## **Appendix H: Institutional Response to External Evaluators' Reports (EPP Form 2B)**

The two external evaluators of this proposal made substantial, helpful suggestions for both general and specific improvements to the proposal when they visited the campus, and the proposal has been revised to take account of their advice.

The two reviewers make different suggestions. Dr. Gulbahar Beckett suggests, in commenting on I (Program), that the proposed program will be more rigorous if the "Capstone" course includes a thesis option, allowing students to perform more substantial work leading to a thesis. We have revised the capstone experience to be "TESOL Capstone Project or Thesis," providing two alternative options for students completing the program; both will be capstone experiences.

Dr. Laura Baecher finds weaknesses in the required linguistics course because our original proposal listed a revised version of an existing course in anthropological linguistics rather than a more applied course offered by a faculty member with extensive ESL teaching experience. We had some of the same concerns ourselves. We have begun the process of moving Dr. Shannon Hilliker (whose PhD was in Curriculum and Instruction and who has taught ESL courses at Binghamton University for 6 years) into a faculty position in the Graduate School of Education. We have altered the course listing in the proposal to indicate that Dr. Hilliker will teach the course, and we include her syllabus rather than that for LING 518.

In the section on "weaknesses to consider addressing" at the end of the report, Dr. Baecher raises questions about the second-language writer/ learner content (and the range from P-adult in learner levels) in the course in grammar and writing to be taught by Dean and Professor C. Beth Burch. Dean Burch has revised the course so that it includes second-language grammar and writing content, as well as P-12 learner levels. Indeed, Dean Burch has also revised her book, *A Writer's Grammar*, to include TESOL-related issues and second-language writer/learner content at all learner levels in each chapter. The book will be available in electronic form by spring 2016, and it will form the basis for the revised course

In the same section on "weaknesses," Dr. Baecher raises questions about the length of the practicum placements in terms of the number of days required and the submission of two planned and delivered lessons as part of students' grades for the practicum course. In the syllabus for "EDUC 5XX, Practicum in TESOL," the "Course Description" begins by informing students of the minimum requirements set by NYSED as the base requirement for their experience. The particular hours scheduled and invested by students in this TESOL practicum will exceed those numbers, but the syllabus informs students of the state requirements governing these placements. In the same way, students are expected assist established classroom teachers by planning and delivering lessons throughout their placement, as Dr. Baecher writes. They will select two lessons for observation by the course instructor and the cooperating teacher as part of the formal evaluation of their work for the 4-credit practicum. These two lessons, with arrangements for observation made well in advance, on a topic selected with the help of the cooperating teacher, are designed to be both typical of daily lessons and "best practice" events involving students in the class.

We note that Dr. Beckett praises the practica and says the "practicum hours are impressive." Still, to clarify these issues we have added a statement on the syllabus that "Students are expected to teach and to support English language learning throughout their placements, which may extend beyond the state minima."

We are grateful to the two outside evaluators for their time and thoughtful suggestions. Their consultation has helped us produce a stronger proposal for and definition of the TESOL MSED program.