



New Program Proposal: Graduate Degree Program 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. 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** (unless a different form applies¹), which should **include appended items** that may be required for Sections 1 through 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.


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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to an undergraduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
Item	Response (<i>type in the requested information</i>)
a) Institutional Information	Date of Proposal: September 2015
	Institution's 6-digit SED Code : 211000
	Institution's Name: Binghamton University
	Address: 4400 Vestal Pkwy E, Binghamton, NY 13902
	Dept of Labor/ Regent's Region : Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable :
c) Proposed Program Information	Program Title: TESOL
	Award(s) (e.g., M.S., Ph.D.): M. A.
	Number of Required Credits: Minimum [32] If tracks or options, largest minimum []
	Proposed HEGIS Code : 1508.00
	Proposed 6-digit CIP 2010 Code : 13.1401
	If the program will be accredited, list the accrediting agency and expected date of accreditation:
	If applicable, list the SED professional licensure title(s) ³ to which the program leads:
d) Contact Person for This Proposal	Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School Telephone: (607) 777-2070 E-mail: sstrehle@binghamton.edu
e) Chief Executive or Chief Academic Officer Approval	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. E-signatures are acceptable. Name and title: Donald G. Nieman, Executive Vice President and Provost Signature and date:  September -- 2015
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code : Name and title of partner institution's CEO: Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-15

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

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](#).

c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Diploma Program

NOTE: This section is not applicable to a program leading to a graduate degree.

2.3 Program Description, Purposes and Planning

a) What is the description of the program as it will appear in the institution's catalog?

The program is designed for students who seek a master's degree in TESOL (Teaching English to Speakers of Other Languages) without NYS teaching certification. Students will take 11 required courses, consisting of 32 credits, including a capstone course for their master's degree.

The program prepares students to work with English language learners (ELLs) in various settings including overseas. 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 techniques needed to teach ELLs in various school settings. The program can be completed in three semesters of full time study.

b) What are the program's educational and, if appropriate, career objectives, and 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."*

The primary learning outcomes of the proposed TESOL MA program are aligned with the TESOL standards for ESL/EFL teachers of Adults as well as CAEP (Council for the Accreditation of Educator Preparation) /TESOL standards. The proposed program is designed to prepare students to be well-educated, skillful English Language Educators who are seeking their jobs in college or outside US settings. Detailed learning outcomes for each course are provided in the course syllabi.

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.)

- c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and 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? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

As articulated by Binghamton University's Road Map 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 over 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 contributes to our mission, offering advanced study in methods of second-language acquisition and the teaching and learning of language. It prepares graduates to teach English Language Learners in colleges in the US and in other nations. The program will develop graduates' skills in cross-cultural communication, analysis, and teaching, as it helps build transdisciplinary bridges between language and learning. As many of our students intend to teach abroad, the curriculum of the proposed program stresses cultural and global competence, international perspectives, intercultural proficiency, and global awareness.

We expect to market the program primarily to our own strong undergraduates, who have an unusual General Education requirement for a course in global studies, who study abroad in large numbers, and who often want to travel and work abroad when they complete degrees. The proposed TESOL program will be a good addition for undergraduate students who major in English or minor in education. Since TESOL programs are normally small (fewer than 20 students per cohort), our program is not likely to have a significant impact on other programs.

- d) How were faculty involved in the program's design?

The initial plan for the proposed program was reviewed by faculty members in the Graduate School of Education (GSE) at faculty meetings in 2013-2014 (March 7, 2014 and September 10, 2014). After the meetings, an academic advisory committee was organized to review, advise, and support the TESOL MA program. The academic advisory committee consisted of three faculty members from literacy, educational leadership, and general education respectively. To provide excellent field experiences and practica, we consulted with the director of the ESL program at BU, and the ESL program has agreed to close collaboration.

- e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program’s design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner’s Regulations for the profession](#), append a side-by-side chart to show how the program’s components meet those external standards. If SED’s Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, append a completed form at the end of this document.

As the main target of the program is a group of students who are interested in teaching English in college or outside the US, the program is designed to meet the standards of the international TESOL organization: both the TESOL standards for ESL/EFL teachers of Adults and CAEP /TESOL standards for P-12 students. In the Curriculum Map (Appendix C) we show how the educational requirements for our program meet those specialized standards. 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 the newly approved program at Pace University. We also consulted a TESOL faculty member in Korea University, a premier research university in South Korea, on the curriculum.

Our external reviews 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.

- f) 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	12	0	12	12
2	13	0	13	13
3	14	0	14	14
4	15	0	15	15
5	16	0	16	16

These enrollments represent the results of an online survey of undergraduate students who minored in Education at Binghamton University. Survey questions were sent out to the undergraduate listserv to assess students’ interest in TESOL programs in January 2015. A total of 64 students responded to the survey; 37 students expressed interest in TESOL programs.

For headcount enrollment for the initial year, the estimation also considered the capacity of the program. The table reflects 30% of the total number of students who showed interest through the survey. For the second year and following years, the estimated number reflected a modest increase in enrollment.

Students are likely to complete the program full time, 9-12 credits per semester, so they can take jobs in the field.

The program impact on total campus enrollment is likely to be a 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 into our approved strategic plan.

- g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Course Title	Credits	Pre-req?	Intern?	Req.	Capstone?
Grammar for English Teachers	3	N		Req.	
Linguistics for Teachers of ELLs	3	N		Req.	
Foundations of Bilingual & Multilingual Education	3	N		Req.	
Methods & Assessment for ELLs	3	N		Req.	
Content-based ESL Curriculum & Instruction	3	N		Req.	
Reading, Writing & Technology	3	N		Req.	
Second Language Acquisition	3	N		Req.	
Global Contexts for TESOL: Sociolinguistic Approaches	3	N		Req.	
Special Topics in TESOL	3	N		Req.	
Practicum in TESOL	3	N	yes	Req.	
TESOL Capstone Project or Thesis	2	N		Req.	yes
Total Required Credits	32				

h) Program Impact on SUNY and New York State

- h)(1) **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 is a greater demand for ESL teachers because of a growing number of men and women looking to learn the English language or improve their English skills, especially in areas of the United States with high immigrant populations (Toso, Prins, & Mooney, 2013). According to the U.S. Bureau of Labor Statistics (2012), New York State is a high employment area with an estimated 6970 jobs related to ESL. There are strong indicators of the need for more ESL teachers in NYS. The demand for qualified ESL teachers is even greater in Non-English speaking countries such as China, Korea, Taiwan, and United Arab Emirates (Hobbs, 2013).

In the upstate area we serve, there are other colleges 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, in part to satisfy students' demand to take TESOL training before post-graduation travel to other countries.

References

Hobbs, V. (2013). A basic starter pack: TESOL certificate as a course in survival, *ELT Journal*, 67(2), 163-174.
 Toso, B., Prins, E., & Mooney, A. (2013). The changing face of immigrants in the U.S.: Implications for adult educators. *PAACE Journal of Lifelong Learning*, 22, 1-21.

- h)(2) **Employment:** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

The program will prepare graduates for immediate employment and career opportunities will be readily available to them. Within the United States, our graduates will be able to apply for positions as literacy instructors and teachers of adult education (the US Bureau of Labor Statistics category). This category includes teaching or instructing out-of-school youths and adults in remedial education classes, preparatory classes for the general educational development test, literacy, or ESL. The US Bureau of Labor statistics in 2012 indicated that the national estimate for the Adult Basic and Secondary Education and Literacy Teachers and Instructors was 66,040 and job opportunities

for those working in adult and remedial education were expected to increase by 9%, which is about the average for the decade spanning 2012-2022. The following table draws on information in the US Bureau of Labor Statistics 2012, and projections are made based on a 9% increase.

Employer	<i>Need: Projected positions</i>	
	In 2012	In 2022
Junior colleges	20,540	22,388
Other schools and instruction	8,000	8,720
Colleges, universities, and professional schools	2,790	3,041
State government	2,170	2,365

The other job opportunity likely to be available to our graduates is EFL teaching positions. The table below is based on the job announcement posted on Career Center of the TESOL international association websites (careers.tesol.org) between January 1, 2015, and February 20, 2015. Job announcements are listed by countries.

Employer	<i>Need: current positions</i>
	Feb-Jan. 2015
Middle east (Saudi Arabia, Oman, Turkey, Qatar, United Arab Emirates)	18
China	14
Latin America (Ecuador, Mexico, Costa Rica)	3
Japan	2
Morocco	2

Other potential local employment opportunities for our graduates are the ESL program at Binghamton University, the ESL program at Broome Community College, and the ESL program at the American Civic Association in Binghamton.

- h)(3) *Similar Programs:*** Use the table below to list similar programs at other institutions, public and independent, 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. For non-SUNY programs, 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

- h)(4) *Collaboration:*** Did this program’s design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

The curricula of three SUNY schools, Albany, Buffalo and Cortland, were reviewed. We studied course content, methods, assessments, and target students’ needs and interests, before designing our TESOL program. 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.

- h)(5) *Concerns or Objections:*** If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

There were no concerns or objections raised by other SUNY campuses.

2.4. Admissions

- a)** What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

TESOL MA program admission requirements are the same as the institution's minimum admission requirements.

Program admission requirements:

Students must submit evidence of the following:

1. A bachelor's degree or its equivalent from a nationally or regionally accredited college or university, including a complete set of undergraduate and graduate transcripts. At minimum, one or more of the following is required:

A) a 3.0 GPA over entire undergraduate career

B) a 3.0 GPA during last 60 semester credits or 90 quarter credits of the undergraduate degree, most courses graded

C) a 3.0 GPA or better in a graduate degree, with most courses graded regularly

2. Official GRE Scores

3. Résumé or Curriculum Vitae

4. Two (2) letters of recommendation and a 500-word essay on career goals

5. Personal Statement

6. 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.

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

There will be no exceptions to the requirements.

- 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.

- d)** What is the expected student body in terms of geographic origins (i.e., same county, same Regents Region, New York State, and out-of-state); academic origins; proportions of women and minority group members; and students for whom English is a second language?

The student body for the proposed program is likely to reflect the undergraduate student body at Binghamton. With grades and SAT scores that place them in the top 5% of college applicants nationwide, these students come from 100 different countries as well as almost every state in the USA. At present 36% of them represent diverse cultural and ethnic backgrounds, and they are evenly split between men and women. While students will be recruited from other colleges and universities both in and beyond New York, our undergraduate students are most likely to be among the first in line and because they are New York State's best, we will enroll a diverse and well-qualified student body.

2.5. 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 new admit, to guide and assist the student through program completion. Every admit will attend a TESOL orientation in every fall semester and meet with his/her faculty advisor and complete the program of study form 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, prior to 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 students for their practicum course, using the practicum application form (see Appendix B) prior to graduation. The faculty member and mentor teachers will mentor, guide, and advise students 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 services available for student support
- The Writing Center: provides free tutoring in college writing for all students.
- The Fleishman Career 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 assigned to particular schools assist with technology use. 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.

- 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. 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.

No additional sources of student financial support are expected for the students enrolled in the proposed program. Master's students in education are not eligible for aid except loans.

2.6. 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.**

2.7. 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. Append at the end of this form, a plan or curriculum map showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

As part of the regular assessment cycle for all programs at Binghamton University, student achievement of learning outcomes will be assessed at regular intervals in courses selected from the curriculum by the TESOL faculty. Program achievements will be assessed through self-study and external review every 7 years, beginning in the 5th year after the program is started (expecting in 2021). Student job placement data will be collected from the beginning and evaluated as part of program assessment.

As part of the school's ongoing assessment activities 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 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 coordinator. To assess the program success, a comprehensive survey of students at program completion will be implemented. Information about key assessments and student data will be archived, collected, and managed electronically in the GSE Dean's office.

Section 3. Sample 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, and can be found at http://www.suny.edu/provost/academic_affairs/app/forms.cfm. Rows for terms that are not required can be deleted.

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 Sample 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 licensure qualifying and non-licensure 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 sample student can complete the proposed program. **NOTE:** A [different form](#) (for program revisions) 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.*
 - a) *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. NA*
 - b) *For each existing course that is part of the proposed graduate program, append a catalog description at the end of this document.*

See Appendix D.
 - c) *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 corequisites, 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.*

See Appendix E.
 - d) *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 at the end of this document.*

See Appendix F.

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 MA** _____

- 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: Spring 1			
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 of ELLS	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
EDUC 580D Special Topics in TESOL	3	x					
EDUC 591 Practicum in TESOL	3	x					
EDUC 595 TESOL Capstone Project	2	x					
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:			
Program Total:	Total Credits: 32	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable: Capstone Course: EDUC 595 TESOL Capstone Project or Thesis					

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

Section 4. 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 55.2\(b\) 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)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest & Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest & Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
Beth Burch, Professor of English Education, Graduate School of Education	12.5%	EDUC 529 Grammar for English Teachers	Ph.D. Purdue University	English	7-12 Certifications in English Education in Oklahoma, Kansas, Indiana, and Mississippi
Shannon M. Hilliker, Lecturer ESL	100%	EDUC 504 Foundations of Bilingual & Multilingual Education EDUC 584 Methods & Assessment for ELLs EDUC 588 Content-based ESL Curriculum & Instruction EDUC 587 L2 Reading, Writing & Technology EDUC 591 Practicum in TESOL EDUC 595 Capstone Project or Thesis	Ph.D. University at Albany	Curriculum & Instruction	MS TESOL, Albany; 7 years as instructor in Binghamton's ESL program.
Hoe Kyeong Kim*, Associate Professor, Graduate School of Education	100%	EDUC 583 Second Language Acquisition EDUC 584 Methods & Assessment for ELLs EDUC 585 Global Contexts for TESOL, Sociolinguistic Approaches EDUC 588 Content-based ESL Curriculum & Instruction EDUC 591 Practicum in TESOL EDUC 595 Capstone Project or Thesis	Ph.D. University at Buffalo	Foreign & Second Language Education	Cert in Advanced Technology
Erin Washburn, Assistant Professor, Literacy, Graduate School of Education	12.5%	EDUC 595 Capstone Project or Thesis	Ph.D. Texas A & M	Curriculum & Instruction, Literacy education	K-12 ESL Supplemental Certification (Texas)
Bogum Yoon, Associate Professor, Literacy, Graduate School of Education	12.5%	EDUC 504 Foundations of Bilingual & Multilingual Education EDUC 595 Capstone Project or Thesis	Ph.D. University at Buffalo	English Education	Teaching Certification, TESOL (U Maryland Baltimore Co & Korea)
Jennifer Brondell, Director of ESL Program	12.5%	EDUC 591 Practicum in TESOL	M.A. Indiana University	TESOL & Applied Linguistics	Director, ESL program, Binghamton; instructor in Intensive English Program, Indiana Univ Bloomington

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest & Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest & Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
Part 2. Part-Time Faculty					
None					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
None					

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? 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.

Current faculty and courses are adequate to offer the program. With Dr. Kim and Dr. Hilliker, Binghamton is prepared to offer all of the coursework in specialized area of TESOL, and students will also take other education courses. Facilities including library and staff are adequate, though collections in the library will need modest increases.

- 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	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) Sum of Rows Above	0	0	0	0	0	0

Section 6. Library Resources

- a) 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 distant learners.

- b) Describe the institution's response to identified collection needs and its plan for library development.

Modest increases in the collections in this field may be anticipated as the program evolves.

Section 7. External Evaluation

SUNY and SED require external evaluation of all proposed graduate degree programs. List below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed [External Evaluation Report](#). **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.*

<u>Evaluator #1</u>	<u>Evaluator #2</u>
Name: Dr. Laura Baecher Title: Associate Professor Institution: CUNY Hunter	Name: Dr. Gulbahar Beckett Title: Professor Institution: Iowa State University

See Appendix G.

Section 8. Institutional Response to External Evaluator Reports

Append at the end of this document a single *Institutional Response* to all *External Evaluation Reports*.

See Appendix H.

Section 9. SUNY Undergraduate Transfer

NOTE: *SUNY Undergraduate Transfer policy does not apply to graduate programs.*

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? [x] No [] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* 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? [x] 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.
[x] No [] Yes, a completed [Master Plan Amendment Form](#) 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](#). Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees, SED and the Board of Regents.

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 10 and MPA-1 of this form 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.

Number	Appended Items	Reference Items
	<i>For multi-institution programs, a letter of approval from partner institution(s)</i>	Section 1, Item (e)
	<i>For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, Commissioner’s Regulations for the profession, or other applicable external standards</i>	Section 2.3, Item (e)
	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form, a completed version of that form</i>	Section 2.3, Item (e)
	<i>OPTIONAL: For programs leading directly to employment, letters of support from employers, if available</i>	Section 2, Item 2.3 (h)(2)
Appendix C (p.21)	<i>For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed</i>	Section 2, Item 7
Appendix D (p.22)	<i>For all programs, a catalog description for each existing course that is part of the proposed graduate major program</i>	Section 3, Item (b)
Appendix E (pp.23-39)	<i>For all programs with new courses, syllabi for all new courses in a proposed graduate program</i>	Section 3, Item (c)
Appendix F (p. 40)	<i>For programs requiring external instruction, a completed External Instruction Form and documentation required on that form</i>	Section 3, Item (d)
	<i>For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired</i>	Section 4, Item (b)
Appendix G	<i>For all programs, original, signed External Evaluation Reports from SUNY-approved evaluators</i>	Section 7
Appendix H	<i>For all programs, a single Institutional Response to External Evaluators’ Reports</i>	Section 8
	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal</i>	Section 10
	<i>For programs requiring an MPA, a Master Plan Amendment form</i>	Section MPA-1

MA in EDUCATION (TESOL)



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	Substitute or waived	Total hrs
EDUC 504	Foundations of Bilingual & Multilingual Education	3				
EDUC 583	Second Language Acquisition	3				
EDUC 584	Methods & Assessment for ELLs	3				
EDUC 581	Linguistics for Teachers	3				
EDUC 587	L2 Reading, Writing, & Technology	3				
EDUC 529	Grammar for English Teachers	3				
EDUC 585	Global Contexts for TESOL, Sociolinguistic Approaches	3				
EDUC 588	Content-based ESL Curriculum & Instruction	3				
EDUC 580D	Special Topics in TESOL	3				
EDUC 591	Practicum in TESOL	3				
EDUC 595	TESOL Capstone Project or Thesis	2				
Totals		32				

B. TRANSFERABLE CREDITS

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

TOTALS (Min. 32 sem. hrs. for degree)



Student: _____

Date: _____

Faculty Advisor: _____

Date: _____

**MA in TESOL Practicum
Application Form**



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

Name: _____	BU ID: _____
Address: _____	Phone: _____
City/State/Zip: _____	Other Phone: _____
E-Mail: _____	

A. Degree Requirements

	Course Titles	Credits	semester	year	Substitute or waived	Total hrs
EDUC 504	Foundations of Bilingual & Multilingual Education	3				
EDUC 583	Second Language Acquisition	3				
EDUC 584	Methods & Assessment for ELLs	3				
EDUC 581	Linguistics for Teachers	3				
EDUC 587	L2 Reading, Writing, & Technology	3				
EDUC 529	Grammar for English Teachers	3				
EDUC 585	Global Contexts for TESOL, Sociolinguistic Approaches	3				
EDUC 588	Content-based ESL Curriculum & Instruction	3				
EDUC 580D	Special Topics in TESOL	3				
EDUC 591	Practicum in TESOL	3				
EDUC 595	TESOL Capstone Project	2				
Totals		32				

C. For 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									
EDUC 580 D Special Topics in TESOL	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	X
EDUC 595 TESOL Capstone Project		X			X	X	X	X	X	X	X	X	X	X	X	X

*Field experience (25 hours) is required.

Appendix D. Existing Courses: Catalog descriptions (3 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.

Appendix E: Descriptions of new courses (8 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*. (3rd 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*. (3rd 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 -explain and compare various ESL teaching methods	Methods presentation & Summary
-identify diverse linguistic needs of ESL students -design age and level appropriate lesson plans -apply different ESL teaching methods to meet different needs -create effective assessment plan for ESL students -use assessment results to improve classroom instructions -integrate technology in ESL instruction	Lesson & assessment plan
-use assessment results to improve classroom instruction -apply research-based instructional strategies for ESL students	Mini-teaching & reflections
-understand diverse linguistic needs of ESL students -identify effective assessment plan for ESL students -identify ESL curriculum/program and instructional methods for ESL students -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 3 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 language skills 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 -Content-Based Teaching & Task-Based Teaching -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 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 -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 -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 classes.

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

Course objectives

The student will be able to

- identify the rules and structure of the English language.
- understand the function of language as a means of communication, documentation, identification, and classification.
- identify and describe the sound system of English and the process of word formation and sentence formation in English.
- apply linguistic knowledge to modify and enhance teaching practices.
- use the components of language and language as an integrative system to inform instruction with ELLs. (TESOL Standard 1.a.1)
- apply knowledge of developmental phonology, morphology, syntax, semantics and pragmatics to identify aspects of English that are different for their students, noting how ELLs' L1 and identity may affect their English learning. (TESOL Standard 1.a.2)
- assist ELLs in recognizing, using and acquiring the English sound system and other communication skills, thus enhancing oral skills.(TESOL Standard 1.a.2)
- teach English syntactic structures that ELLs need to communicate effectively for social and academic purposes (TESOL Standard 1.a.2)
- 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)

- 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)

Required Texts/Resources

- Parker, F. & Riley, K. (2010). Linguistics for non-linguists: A primer with exercises (5th ed.). Allyn & Bacon.
- Additional readings related to the topics under discussions will be assigned and distributed by the instructor.

Course Requirements/Student Outcomes

Requirements	Student Outcomes
Assignments	-apply knowledge of developmental phonology, morphology, syntax, semantics and pragmatics to identify aspects of English -understand how ELLs’ L1 and identity may affect their English learning -apply syntactic structures to assist ELLs in communicating effectively for social and academic purposes - assist ELLs in recognizing, using and acquiring the English sound system and other communication skills, thus enhancing oral skills
Linguistic autobiography	-identify and understand different factors that contributed to language development -understand linguistic dialects
Exam	-identify and articulate the key linguistic concepts and features needed for teaching language

Attendance & Participation	20%
Assignments	40%
Linguistic Autobiography	20%
Exam	20%

Attendance & Participation

Students are expected to complete assigned readings and homework and actively participate in class discussions. Each topic will be discussed in small groups and as a whole class. Each group will be assigned specific questions on the application of different linguistic concepts in the ESL classroom. During the discussions you are expected to support your opinions and assertions with examples of prior experiences and quotes from other resources such as journal articles, websites, and class readings. Be prepared to ask and respond to questions from your colleagues and the professor. Students are expected to participate in a thoughtful manner and respect the peers’ opinion. Our task is to share, explore and engage in a productive dialogue.

Assignments

Individual and group homework assignments: The instructions for each assignment (phonology, semantics, morphology, syntax, and pragmatics of English) will be given in class at the end of each session. Some of the assignments are individual and others are to be completed in your small groups. Through these assignments we will try to find out how linguistic theory can help us as ESL teachers understand our students’ difficulties in acquiring English. We will be analyzing and designing activities which can help ESL/EFL students in using and acquiring language for a variety of purposes.

Linguistic autobiography

Write a short (4-5 pages) account of your own language development. You should focus on different factors that contributed to your language development such as:

- family background
- ethnicity
- race
- education
- residence (urban, suburban, rural)
- place of living (one or more regions or countries)
- occupation
- class
- hobbies
- friends

Every one of us speaks a specific variety of English. In other words we all have our own *idelects*. In your paper give specific examples of words or sounds (the way you pronounce specific vowels, for example) that are typical of your *idiolect*. If you speak another language besides English, you can talk about how you learned that language and what factors contributed to the acquisition of your second or third language. After describing your personal experience learning

a language, think and reflect on what it might be like for ESL/EFL students to learn English in their new educational setting.

Exams

The exams will cover assigned readings and topics discussed in class. There will be questions on the linguistic concepts as well as the pedagogical application of these concepts in the ESL/EFL classroom. The questions will be matching, multiple choice and essay questions.

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. Getting to know each other. Linguistics: The study of language
Week 2	Semantics
Week 3	Syntax
Week 4	Morphology
Week 5	Phonology
Week 6	Pragmatics & Teaching pragmatics
Week 7	Psycholinguistics & discourse analysis
Week 8	Mid Exam
Week 9	Sociolinguistics & Language variations
Week 10	Language change
Week 11	First and second language acquisition
Week 12	Written language
Week 13	Presentation
Week 14	Final exam

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

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 (2nd Ed.) Jossey-Bass. CA.
2. Echevarria, J.& Graves, A. (2014). Sheltered Content Instruction: Teaching English Learners with Diverse Abilities. (5th 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 -related to principles of second language learning and teaching	Discussion Questions
-apply strategies/techniques to support ELLs in content area classrooms -identify and demonstrate effective strategies/techniques for ELLs	Strategy presentation
-understand the functions and features of academic English language -identify and separate content objectives and language objectives	Integrated Content Area Lessons

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

Requirements	Student Outcomes
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 -evaluate their educational benefits, in particularly, how the use of those tools could promote language and literacy developments. -explain pros and cons of the tools -recommend the effective ways to use them.
Final Project	-design and write two language teaching lesson plans -integrate at least 3 of the technology tools introduced throughout the semester. -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 -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)

EDUC591. Practicum in TESOL (3 credits)

Fall/Spring semester

Course Description

Students in TESOL Programs complete this TESOL practicum as their final course. This course is designed to help TESOL students refine their skills as teaching professionals. Students seeking NYS teaching certification in MS ed program are required to have 40 days of field experience in both elementary and secondary classroom settings as required by NYSED. Students in MA TESOL program (without NYS teaching certification) will be required to have 60-80 hours of field experience in ESL classroom settings. During the field experiences, each practicum student is required to teach two lessons which will be evaluated by both the instructor and the mentor teacher.

This practicum course 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

-Richards, J.& Farrell, T.(2011). Practice Teaching: a Reflective Approach. New York: Cambridge University Press.

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

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.)

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

As completing 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 create, design and submit TWO lesson plans that you will actually teach as part of your practicum requirements. You should consult the cooperating teachers (mentor/cooperating teachers) 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 of 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 **at least TWO (2) lessons**. Your supervised teaching of two lessons will be **evaluated by Both the course instructor and your cooperating teachers** (mentor/cooperating teachers).

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">1. Dates and times of your first and second teaching sessions2. Teaching topics/subjects and student grades3. Name and contact information of your mentor teacher4. Your practicum school address and phone number
Week 5	First conference with the instructor
Week 9	Second conference with the instructor
Week 14	Journals due

EDUC 580 D: Special Topics in TESOL (3 credits)

Fall/ Spring Semester

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

Course description

This course is designed for advanced MA students and aims to give students an understanding of current issues and research in English language education. Readings and topics will be chosen that have a general interest to the study of TESOL. Students will be encouraged to make connections and explore the issues that impact TESOL in their own context.

This course will cover topics of current interest selected by the faculty before each semester. These selected topics include (but not limited to) sociocultural theory and language education, computer-assisted-language learning, language ideologies and identities, and research methods for TESOL.

Course Objectives

Students will be able to

- Read and analyze current research articles on second/foreign language education
- Understand the trends of research on second/foreign language education
- Discuss and evaluate implications of current research studies on second/foreign language education in classroom settings
- Understand current instructional techniques, research results, advances in the ESL/EFL field, and education policy issues.
- Develop understanding of research methods and methodologies used in second/foreign language education

Required Texts/Resources

Richards, J., Ross, S.J., & Seedhouse, P.(2011). Research methods for applied language studies: an advanced resource book for students. London: Routledge.

Other readings will be available Blackboard.

Course Requirements/Student Outcomes

Participation: 40%
Presentations: 30%
Final: 30%

Requirements	Student Outcomes
Participation	- discuss and analyze current research articles on second/foreign language education - discuss and evaluate implications of current research studies on second/foreign language education in classroom settings
Presentation	-ground discussion in a particular theory of education or research or practice -summarize and discuss select readings -create PowerPoint presentation for individual presentation
Final	-analyze and evaluate the topic of interest -write the findings of the research

Group presentation: Select one topic on which you will focus for 1 ½ hour of the class. Use external research sources and ground your discussion in a particular theory of language education. A handout, PowerPoint presentation or other creative demonstrations are all welcomed as a part of your presentation.

Final paper

Select a theme/topic and choose 6-10 articles related to the theme/topic you chose. Demonstrate how you are going to structure the synthesis; for example, identify the theme(s) you will be dealing and show how the themes are developed across texts (e.g. compare / contrast). Explain carefully how the authors develop the theme and add your own interpretations/arguments (i.e. interact with the authors' views). Explain *why* the points you mention are interesting or exciting or *why* you agree or disagree. For the references, consult the *Publication Manual of the American Psychological Association* (APA). The final paper should be 15-20 pages.

Percentage	Grades
94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
78-83%	B-
75-77%	C+
70-74%	C

Course Schedule/Topics

Week 1	Overview
Week 2	Research in language education
Week 3	Interaction and pedagogy
Week 4	Classroom as a language learning context
Week 5	Language learning tasks
Week 6	Interaction, context and identity
Week 7	Assessing language
Week 8	Mixed-methods studies
Week 9	Presentation
Week 10	Topic 1
Week 11	Topic 2
Week 12	Topic 3
Week 13	Topic 4
Week 14	Final paper

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

Instructor: Hoe Kyeong Kim, Ph.D., Shannon Hilliker, Ph.D., or Erin Washburn, Ph.D.
Office: Academic B #230A
E-mail: hoekim@binghamton.edu, hilliker@binghamton.edu, or washburn@binghamton.edu

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 or thesis. The class will meet regularly in the beginning of the semester to consider and share potential projects. Different types of projects and 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.

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 or thesis has a clear focus and direction.
- There is a clear description of the project, including research questions and subsequent anticipated outcomes.
- The research paper or thesis provides an adequate and relevant review of the literature.
- The research paper or thesis 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 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.



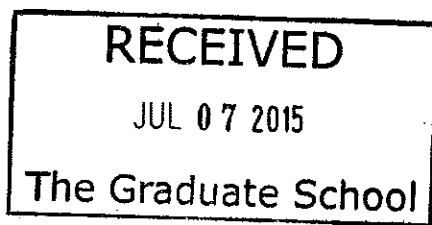
This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

1. Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

Name and Title of Contact Person	Name and Address of Placement Site	Number(s) of placements per year
Mr. Ronald P. Hazenstab, Supervisor for the Binghamton Adult Education ESL program	Binghamton Adult Education ESL Program, 131 Front Street, Binghamton, NY	8~10
Ms. Jennifer A Brondell, Director of ESL program at Binghamton University	ESL program SUNY Binghamton, 4400 Vestal Parkway East, Binghamton, NY	8~10
Dr. Tuong Nguyen, Director of SUNY Broome Community College	ESL program SUNY Broome, 907 Upper Front St, #1, Binghamton, NY	8~10

2. For clinical placements for programs leading to professional licensure in a health profession, **append** documentation to demonstrate each site's commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site.
3. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	Title	Email Address
Dr. Beth Burch	Dean, Graduate School of Education	bburch@binghamton.edu
Dr. Rhonda Branca	Senior Staff Assistant	places@binghamton.edu



External Evaluation Report

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 a 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. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Binghamton University

Evaluator Name (Please print.): Gulbahar Beckett

Evaluator Title and Institution: Professor, TESL/Applied Linguistics, Iowa State University

Evaluator Signature: 

Proposed Program Title: TESOL

Degree: M.A

Date of evaluation: June 21, 2015

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

The proposed program is designed for students who seek master's degree in TESOL without NYS teaching certification and to teach English domestically and internationally. This is a 32-credit program composed of 11 courses including a capstone master's project that can be completed in three full-time semesters. Admission requirements for the program include a bachelor's degree or its equivalent from a nationally or regionally At minimum, a 3.0 GPA or better in a graduate degree, accredited college or university, including a complete set of undergraduate and graduate transcripts; official GRE Scores; and TOEFL score of 80 or IELTS score of 6.5, with no band below 5.0. for non-native speakers of English.

The program is coherently and rigorously designed with the number and type of courses as well as credits comparable to peer institutions in other states (e.g., Ohio) 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 as well as TOEFL score of 80 and

IELTS score of 6.5 is equal to most peer institutions and above the requirements of some other institutions. The proposed program can be even more rigorous if the EDUC 5XXX Capstone adds a "Master's Thesis" option to allow for more substantial work leading to theses.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

The focus of the proposed program is Teaching English to Speakers of Other Languages. Students will learn educational theories, research on first and second language acquisition, literacy development, teaching methods and assessment, use of technology in teaching and learning, as well as global issues related to teaching ESL/EFL student.

3. Comment on the plans and expectations for **self-assessment and continuous improvement**.

For self-assessment and continuous improvement, the proposed program plans to assess student learning outcomes regularly in courses selected by TESOL faculty and engage in self-study for program achievements. They will also have external reviews every 7 years, beginning in the 5th year of the program. The proposed program will define "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." Course assignments and required projects will be aligned with course objectives and students' learning outcomes and checked for achievement. A comprehensive survey of students at program completion will be collected for assessment along with the students' employment data.

4. 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 centers and relevant departments. For example, the program has good relationship with the university ESL Center where students will be placed for practicum. In return, the ESL Center can benefit from the expertise of the practicum students and collaborative work with the TESOL faculty. The program also has strong support from the Literacy faculty, Linguistics Department, the Graduate School, the university libraries, and the Provost's Office.

5. 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?

I concur with the statement in the proposed program proposal that there is a great demand for ESL teachers domestically and globally. The citation of U.S. Bureau of Labor Statistics (2012) regarding New York State being a high employment area with an estimated 6970 jobs related to ESL is a strong indication for ESL teacher needs in the NYS. There is also very high demand for English language teachers in countries such as China, Korea, Malaysia, Taiwan, and UAE, etc. Additionally, Binghamton University has a student population some of whom would need practical degrees such as an MA TESOL such as the one being proposed for employment. Based on my extensive professional experience, I know that the program can also expect people who wish to change carriers to work abroad or just live abroad while teaching English. As such, I have no doubt that the program will attract sufficient number of students and continue to grow because the English language learning and learning in English has gained such a momentum worldwide to the point of no return.

II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

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.

Jennifer Brondell, Director of the ESL Center, will be devoting 12.5% of her time and attention teaching the *Practicum in TESOL* and mentoring practicum students. Jennifer has M.A in TESOL and is an experienced teacher with international experience. She and her center are valuable and necessary part of the program.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate **faculty activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them.**

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. See Point 6 above for details.

8. Evaluate credentials and involvement of **adjunct faculty and support personnel.**

N/A.

III. Students

9. Comment on the **student population the program seeks to serve**, and assess plans and projections for student recruitment and enrollment.

According to the proposal, the student population for the proposed program will likely to be from Binghamton University, NYS as well as all U.S states and other countries. The students will have SAT scores "that place them in the top 5% of college applicants". They will be both males and females with about 36% coming from diverse cultural and ethnic backgrounds.

10. What are the prospects that recruitment efforts and admissions criteria will supply a **sufficient pool of highly qualified applicants and enrollees?**

As pointed out earlier, there is a great demand for ESL teachers domestically and globally. The citation of U.S. Bureau of Labor Statistics (2012) regarding New York State being a high employment area with an estimated 6970 jobs related to ESL is a strong indication for ESL teacher needs in the NYS. There is also very high demand for English language teachers in countries such as China, Korea, Malaysia, Taiwan, and UAE, etc. Additionally, Binghamton University has a student population some of whom would need

practical degrees such as an MA TESOL being proposed for employment. Based on my extensive professional experience, I know that program can expect who wish to change careers to work abroad or just live abroad while teaching English. As such, I have no doubt that the program will attract sufficient number of students.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there 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)

12. Assess the system for monitoring **students' progress and performance** and for **advising students** regarding academic and career matters.

The proposed program plans to communicate with students through "their advisor at least once each semester and prior to 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 students for their practicum course, ... and prior to graduation. The faculty member and mentor teachers will mentor, guide, and advise students to resolve any concerns that may arise during course work and practicum."

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals**.

The proposed program made a convincing case for employment potential of its graduates. Graduates of this program can work in university and community colleges as well as ESL centers, language schools domestically and internationally. They can also work as literacy instructors and teachers of adult education. As cited in the proposal, the projected need for such employment is high.

IV. Resources

14. Comment on the adequacy of physical **resources and facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

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. They include the following journal holdings related to TESOL and ESL: *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*. The university Health Services, Disability services, Writing Center, and career counseling will also be available for students enrolled in the proposed program. Loans and other financial support are available for eligible students.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

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 understands the purpose, goals, and objectives of the proposed program and committed to its success.

IV. Summary Comments and Additional Observations

16. 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.

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.

17. 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.

18. Include any **further observations** important to the evaluation of this program proposal and provide any **recommendations** for the proposed program.

Version 2013-10-15



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 The Graduate School

External Evaluation Report 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 a 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. Each separate External Evaluation Report and the Institutional Response become part of the full program proposal that the institution submits to SUNY for approval. If an external evaluation of the proposed program is required by the State Education Department (SED), SUNY includes the External Evaluation Reports and Institutional Response in the full proposal that it submits to SED for registration.

Institution: Binghamton University

Evaluator Name (Please print.): Laura Baecher

Evaluator Title and Institution: Associate Professor, TESOL, CUNY Hunter College

Evaluator Signature: *Laura Baecher*

Proposed Program Title: MA in TESOL

Degree: MA

Date of evaluation: July 2, 2015

I. Program

1. Assess the program's **purpose, structure, and requirements** as well as formal mechanisms for program **administration and evaluation**. Address the program's academic rigor and intellectual coherence.

Binghamton University's TESOL graduate program is designed for those seeking a master's degree in TESOL (Teaching English to Speakers of Other Languages).

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.

2. Comment on the **special focus** of this program, if any, as it relates to the discipline.

An aspect 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.

3. 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.

4. 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.

5. 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 high demand for English language teachers worldwide. In the region, state, country and abroad, there are many positions for those with the MA in TESOL.

II. Faculty

6. **Evaluate the faculty**, individually and collectively, with regard to training, experience, research and publication, professional service, and recognition in the field.

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.

7. **Assess the faculty in terms of number and qualifications and plans for future staffing.** Evaluate **faculty responsibilities** for the proposed program, taking into account their other institutional and programmatic commitments. Evaluate **faculty activity in generating funds** for research, training, facilities, equipment, etc. Discuss any **critical gaps and plans for addressing them.**

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

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. The number of faculty appears appropriate for the program size.

8. Evaluate credentials and involvement of **adjunct faculty 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.

III. Students

9. 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.

10. What are the prospects that recruitment efforts and admissions criteria will supply 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.

11. Comment on provisions for encouraging participation of **persons from underrepresented groups**. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

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.

12. 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.

13. Discuss prospects for graduates' post-completion success, whether **employment, job advancement, future study, or other outcomes related to the program's goals**.

The demand for ESL teachers both in the US and abroad is steady and ever-increasing. Jobs in the field are much more readily attainable with a Masters in TESOL.

IV. Resources

14. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites or other experiential learning opportunities, such as co-ops or service learning; and support services for the program, including use of resources outside the institution.

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. The on-campus English classes for International students offer an easily accessible venue for observation and practica.

15. What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, the number of faculty lines relative to student numbers and workload, and discussions about administrative support with faculty and administrators?

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.

IV. Summary Comments and Additional Observations

16. 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.

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

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-adult 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.

17. 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.

18. 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.

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Appendix H: Institutional Response to External Evaluators' Reports (Form 2D)

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 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 MA program.