

5-24-1982

Master of Science in Education: Teaching English to Speakers of Other Languages (TESOL) Certification (N-12)

The College at Brockport, College Senate

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Routing #31 81-82

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Resolution #27
1981-1982

Master of Science in Education:
Teaching English to Speakers
of Other Languages (TESOL)
Certification (N-12)

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TO: President John E. Van de Wetering

FROM: The Faculty Senate

Meeting on 5/24/82
(Date)

RE: I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)

SUBJECT: Master of Science in Education: Teaching English to Speakers of
Other Languages (TESOL), Certification (N-12)

(see attached)

Signed Ginny L. Studer Date Sent 5/25/82
(For the Senate)
Ginny L. Studer, President, Faculty Senate...

TO: The Faculty Senate

FROM: President John E. Van de Wetering

RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date 6/3/82
b. Deferred for discussion with the Faculty Senate on _____
c. Unacceptable for the reasons contained in the attached explanation
II., III. a. Received and acknowledged
b. Comment:

DISTRIBUTION: Vice Presidents: Alvarez

Others:

Distribution Date: _____

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

State University of New York
College at Brockport

PROPOSED PROGRAM

Master of Science in Education:
Teaching English to Speakers of Other Languages (TESOL)
Certification (N-12)

1. Purpose: The purpose of the Program is to provide an articulated academic and professional preparation for persons interested in permanent certification as teachers of English to speakers of other languages (TESOL). This proposed Program is in response to the need expressed by school officials in our College's immediate geographic region. The proposed curriculum is based on the role description and the competencies required of a TESOL teacher as described in the New York State Education Department's document, A Preliminary Design for Development of a Model Competency-Based Curriculum in Teaching of English as a Second Language. The curriculum we have devised incorporates the competencies described in that document, and we have drawn upon our experience with teacher preparation for the sequence of courses within the Program.

The proposed Master of Science in Education: Teaching English to Speakers of Other Languages is interdisciplinary in scope. There are courses aimed at providing the student with a background in general linguistics, in the phonology and grammar of English, in related psychological, anthropological, and sociological aspects of second language acquisition, as well as in the methods and materials of instruction and in the evaluation of materials designed for the teaching of English to speakers of other languages.

The State University of New York College at Brockport has presently graduate programs in English, English Education, and Bilingual Multicultural Education. Elements of each of these programs can be used to fulfill the

competencies needed in Teaching English to Speakers of Other Languages. The existing Master of Education degree in all Secondary Certification areas is flexible enough to allow an option specifically tailored to the needs of the TESOL teacher. A liberal arts component of twelve to eighteen hours with an emphasis on the study of Linguistics and English grammar and a twelve to eighteen hour concentration in professional education courses would make the present format suitable for TESOL preparation. The language and intercultural concentration is precisely the kind of knowledge appropriate for a TESOL teacher. The professional education component of a Program leading to permanent certification in TESOL requires the development of one new course and the implementation of an internship (college-supervised student teaching).

The new TESOL teacher preparation sequence will not cause a financial or academic strain on existing resources at the SUNY College at Brockport. The Bilingual Multicultural Program, and the TESOL Programs will reinforce each other in terms of resource allocation. The proposed program will not replace any existing programs but rather will incorporate the elements of several programs to create a new program which meets a special need.

2. Need: In the spring of 1979, representatives from four area school districts requested the assistance of The Bureau of Educational Field Services of the State University College at Brockport in helping them meet the present and future training needs for teachers of pupils whose native language is something other than English. During the fall of 1980, Ms. Barbara Agor, an instructor in TESOL, and a professional with nineteen years of experience teaching English to speakers of other languages, and active in regional and TESOL organizations, was commissioned to conduct a needs assessment in the geographic area surrounding the SUNY College at Brockport

to determine both the perception of need and the willingness of respondents to take workshops, courses, and degree programs in order to improve their ability to teach English to speakers of other languages. Ms. Agor received ninety-three responses to 152 mailed questionnaires, a response return nearly double the usual rate for a mailed questionnaire, the rate of response itself suggesting a high degree of interest in TESOL by the respondents.

Ms. Agor's study assessed the needs of teachers currently engaged in TESOL. The great majority of these teachers are self-trained in TESOL through inservice workshops. Only three teachers reported holding degrees in TESOL. All teachers of TESOL will be required, after September 1983, to have certification in that area. It is obvious that no pool of such trained TESOL teachers exists in this area. Thirty-two of the reporting teachers indicated an interest in pursuing a graduate degree program. Of these, twenty-two indicated a willingness to take such a program at the SUNY College at Brockport.

As a result of Ms. Agor's study, we anticipate enrolling approximately ten matriculated students and estimate another ten non-matriculated students pursuing courses in TESOL during the first year. Indications are that probably twice this number of students will seek enrollment. The school districts surveyed indicate that there will be a sustained demand in the region which is much greater than this anticipated supply. With the attrition of TESOL graduates to other parts of the state and nation, there should be an undersupply of certified TESOL teachers, which will be healthy for maintaining sustained demand and rigorous preparation standards.

Anticipating the present and future need for qualified teachers of TESOL, faculty members from various departments of the College have offered a number of courses appropriate for TESOL teachers. During the past three years, Dr. Robert Blake (Curriculum and Instruction), Dr. Victor Rojas (Foreign

Languages), Dr. Ralph Sisson (Speech Communications), Dr. Francisco Zayas (Foreign Languages), and Ms. Barbara Agor have offered courses in "Linguistics for Teachers," "Contrastive Grammar," "Language Error Analysis," "Contrastive Phonology," and "Teaching English to Speakers of Other Languages." The enthusiastic student reaction to these courses both in terms of satisfaction and numbers enrolling seem to indicate an even higher level of student interest than do the favorable responses to the Needs Assessment. These courses do not make a program, but their success, however, has moved us to design a coherent program that includes essential professional field experiences as well as appropriate academic preparation in TESOL.

This proposal has been developed at the request of and in cooperation with personnel from the Greece School District, the East Bloomfield School District, the Brockport Migrant Education Program, and the Rochester City School District. Representatives from these school districts, together with SUNY College at Brockport faculty members, have formed an Advisory Board for the proposed program. The Advisory Board will be responsible for follow-up studies on the success of graduates in teaching and for the on-going assessment of the effectiveness of specific courses.

An outside consultant, Dr. Harvey Nadler from New York University, has evaluated the proposed program and given favorable reactions. Dr. Nadler's suggestions related to specific course offerings and have been taken into account in this proposal.

3. Internal Evaluation: The State University of New York College at Brockport in accordance with the regulations of the State University of New York provides a periodic review of the academic quality and effectiveness of its programs, including evidence of student achievement, accomplishments of graduates,

faculty performance, and other bases for decision making, as stated in the Regulations of the Commissioner of Education.

The Program described in this proposal has been reviewed and approved by the College Departments involved in its implementation. The TESOL Advisory Board will also assume a role in the evaluation of the program by preparing a questionnaire for the annual collection of student data including employment information, standing in the program and information related to future needs in the TESOL area. Courses in the TESOL program will be evaluated using the approved College and departmental instruments.

4. Description of the Costs of the Program

The yearly budget estimates, which are based on the Needs Survey, indicate a sound fiscal base for the Program and insure Program continuity. The yearly budget estimates were based on conservative estimates of student enrollments. Fifteen to twenty graduate students will be served during the initial year of operation. During subsequent years, it is anticipated that ten graduate students will be added each year. Given some possible attrition, plus variations in time for completion, we anticipate the preparation of approximately ten permanently certified teachers with TESOL credentials after the third year of operation and in subsequent years. State University of New York accounting procedures are driven by Full Time Equivalent (FTE) student credit hours generated and faculty lines allocated. In the first year of operation there will be a small deficit, that is to say, more faculty lines will be allocated than the FTE credit hours generated. This is typical with new programs. The second year should show a break even point with a recouping of the allocation investment during the third year. In the fourth year and thereafter, the modest favorable ration of credit hours generated to faculty

lines allocated guarantees that all necessary courses can be offered in timely fashion so that no student's graduation time would be adversely affected.

All of the Program's costs will be borne by the State University of New York College at Brockport. The faculty for the Program, whose vitae appear in Section Eight, are all currently employed by the College.

5. Preparation:

The regulations of the State University of New York specify that all programs approved by the local campus administration and by the University Central Administration insure that all students admitted to approved programs will have the opportunity to complete those programs.

6. Student Body to be Served: The student body to be served will be graduate students who wish, upon the completion of the M.S. in Education, to be certified to teach English as a Second Language to children in grades kindergarten through the twelfth grades. In addition, many individuals teaching English to adults may wish to pursue this certification. Students who hold baccalaureate degrees from accredited colleges will be eligible for application to the Program leading to an M.S. in Education: Teaching English as a Second Language. An Advisory Board, composed of faculty members of the Departments of English, Curriculum and Instruction, Foreign Languages and Literatures, Speech Communication, and professionals from the TESOL field, will recommend the admission of applicants to the Program. Upon acceptance into the Program, students will be assigned faculty advisors from the Department of Curriculum and Instruction. The faculty advisor will provide for the students' academic supervision and counseling during their affiliation with the SUNY College at Brockport.

7. Curriculum and Course Outlines: The chart following this proposal shows the curriculum for a student pursuing the M.S. in Education: TESOL.

8. Faculty: Vitae for the faculty members who will offer courses in the program follow. All of the faculty members are full-time and on regular appointment at the State University of New York College at Brockport, with the exception of Ms. Barbara Agor, who is a part-time faculty member.

With the exception of two courses and the Internship yet to be developed, all courses in the program are presently being offered by full-time, regular faculty members (with one exception noted above), from the departments of Curriculum and Instruction, English, Foreign Language, and Speech. Chairmen from these departments have committed the necessary faculty members to teach the TESOL courses on a regular basis.

9. Specific Program Courses

A. Prerequisites or Corequisites

The study of a language and culture other than English is a prerequisite or corequisite for matriculation in the M.S. Education: TESOL program. Students may meet this requirement in several ways: 1. by twelve semester hours of study of one or more languages other than English at the College level. 2. by extended experiences in a country whose major language is one other than English. 3. a score of "I" on a Foreign Services Institute test of a language other than English. 4. any other appropriate alternative. (A TESOL Advisory Board will rule on all applications for meeting this requirement.) The spirit of this state requirement is to assure that those individuals certified in TESOL have had the experience themselves of learning another language and of being sympathetic to the needs of students whose native language

is not English. If a student, wishing to matriculate in the Program, has not met this prerequisite then a twelve semester hour study of one or more languages other than English will be written into his program of study. Proficiency in English is a prerequisite for admission into the program. The TESOL Advisory Board will rule on the students proficient in English and may require that the applicant take a standardized test.

B. Matriculation Requirements

Admission to graduate study leading to a Master of Science in Education: TESOL, requires satisfaction of the following:

1. Completion of all requirements stipulated by the Graduate Policies Committee of the Department of Curriculum and Instruction of the State University at Brockport for matriculation into a degree program including the baccalaureate or higher degree from a regionally accredited institution.
2. Acceptance by the TESOL Advisory Board based on a student's undergraduate grade point average and scores on the aptitude portion of the Graduate Record Examination.
3. Approval of a planned program by the TESOL Advisory Board, the chairperson of the departmental graduate policies committee, and the chairperson of the Department of Curriculum and Instruction.

The program is intended to be rigorous and comprehensive in its preparation of individuals to teach English to those students whose native language is something other than English; at the same time, the program is intended to be flexible enough to meet the needs of individuals from diverse professional backgrounds who are highly motivated to complete New York State permanent certification in the teaching of English to speakers of other languages.

C. Degree Program Requirements:

1. Satisfactory completion of all requirements for graduation stipulated by the Department of Curriculum and Instruction and the College at Brockport for the degree of Master of Science: TESOL.
2. Attainment of a minimum grade of "B" in each of the professional education courses.
3. Satisfactory completion of a thesis approved by two readers from the graduate faculty and the chairperson of the departmental graduate policies committee or satisfactory completion of a comprehensive examination prepared by the graduate faculty.

The total program shall include the preparation required for the issuance of the provisional certificate. The issuance of a Permanent Certificate is dependent upon the successful completion of two years teaching in the TESOL field.

It is important to note that due to the additional requirement of the study of a language and culture other than English, a student may not be able to complete the program with the minimum of 33 semester hours of credit.

It should be noted that the library at the College already has a large number of holdings in the general area addressed by the M.S. in Education: TESOL. Many of these references books and periodicals have been ordered through the Bilingual/Multicultural program and are specifically applicable to TESOL.

MASTER OF SCIENCE IN EDUCATION
Teaching English to Speakers of Other Languages (TESOL)
COURSE OF STUDY

New York State Education Department Requirement: Two years of school experience as a teacher of English to speakers of other languages and a master's degree functionally related to the field of teaching service, as defined by the commissioner. The total preparation shall include the preparation required for the issuance of the provisional certificate.

New York Education
Department Requirements

Collegiate Study in Language
and Linguistics

From these areas of study:

1. Sociological and anthropological aspects of language
2. Linguistics, including English Linguistics
3. Foundations, theory, and practice of bilingual/bicultural education

Professional Education

From these areas of study:

Methodology, materials, and evaluation of teaching English to speakers of other languages.

SUNY College at Brockport
Requirements
Liberal Arts (12-18 semester hours)

Collegiate Study in Language
and Linguistics

To meet the requirements for certification, students are required to take courses in the following areas:

1. Sociological and anthropological aspects of language
2. Linguistics, including English linguistics
3. Foundations of bilingual/bicultural education

The following are illustrative courses to meet these requirements:

ENL 503 Linguistics	(3)
ENL 669 Sociolinguistics	(3)
ENL 581 English Grammar	(3)
FCE 620 Multiculturalism	(3)
SPH 561 Applied Phonetics	(3)
FCE 626 Bilingual Topics	(3)
ENL 553 History of English Language	(3)
ANT --- Appropriate Anthropology Course	(3)

Professional Education (12-18 semester hours)

to meet requirements for certification, students are required to take courses in the following areas:

Methodology, materials, and evaluation of teaching English to speakers of other languages.

Professional Education (Continued)

The following are illustrative courses to meet these requirements:

EDI 603 Ed. Measurements and Evaluation	(3)
EDI 628 TESOL	(3)
EDI 635 Reading for the Linguistically Different	(3)
EDI 648 Teaching Written Composition, K-12	(3)
EDI 643 Educational Linguistics	(3)
EDI 725 Advanced Methods in TESOL	(3)
EDI 728 Seminar in TESOL	(3)
EDI 685 Ed. Statistics	(3)

(Comprehensive examination OR Master's thesis as culminating experience)

Study of Language and Culture other than English

12 semester hours (or the equivalent)

College-Supervised Student Teaching in TESOL

--or One-Year of Paid Full-time School Experience in TESOL with Recommendation of Employing District Administration

Language Proficiency

Proficiency in English-- by a level of performance satisfactory to the commissioner or an examination acceptable to the commissioner.

Study of Language and Culture other than English (prerequisite or corequisite)²

12 semester hours (or the equivalent)

College-Supervised Student Teaching in TESOL³

EDI 724 Internship in TESOL (3)

Language Proficiency

Proficiency in English-- on an oral and written examination must be demonstrated by applicant prior to matriculation

¹These categories have been identified by the State Education Department.

²There will be a 12 semester hour corequisite only if the student has not met this requirement to the satisfaction of the TESOL Advisory Board.

³The internship is required of all students matriculated into the program. This supervised Internship will vary depending upon the previous experience of the candidate, but will be in a TESOL classroom.

NOTE: The M.S. Education: TESOL will require a minimum of 33 semester hours of graduate level study. If a student enters the program without the prerequisite/corequisite in the "Study of Language and Culture other than English," there will be an additional 12 semester

hour



State University of New York
COLLEGE AT BROCKPORT
Brockport, New York 14420

Department of English 716-395-2503

April 27, 1982

TO: Dr. Morris Beers, Acting Chairperson
Curriculum and Instruction

FROM: Vincent L. Tollers, Chairperson
Department of English

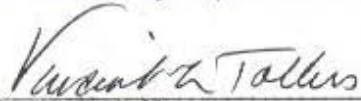
RE: English Support for the MSed-TEsol

The Department of English is prepared to offer the following courses on a two year cycle in support of the MSed-TEsol.

ENL 503 Linguistics
ENL 553 History of the English Language
ENL 569 Sociolinguistics
ENL 581 English Grammar

In addition to the array of courses such as Children's Literature, and The Art of Translation which might be directly related to the interest of TESOL graduate students, we offer period, figure, and genre courses which will enrich their appreciation of language and the history of thought.

Please let me know in the near future your scheduling plans for this course of study, assuming that it will be approved by the Graduate Policies Committee of the Faculty Senate and higher authorities. Based on my observation of the Bilingual-Multicultural Program, we can maintain reasonably strong enrollments only if we carefully schedule our courses. This is critical in a program in which various departments participate. We must, in short, take pains not to compete with each other in this mutually beneficial venture. Please let me know the name of the individual charged with these scheduling responsibilities.

s/ 

Vincent L. Tollers

VLT/bm
xc/ Dr. Ferguson
Mr. Crowley



State University of New York
COLLEGE AT BROCKPORT
Brockport, New York 14420

Department of Foreign Languages and
Literatures 716-395-2269

April 27, 1982

Dr. Morris Beers, Interim Chairman
Department of Curriculum and Instruction
Faculty Office Building
Campus

Dear Dr. Beers:

Your proposal for an M.S. in Education with a concentration in Teaching English to Speakers of Other Languages (TESOL) has the full and enthusiastic support of the Department of Foreign Languages and Literatures

As you know, the Department of Foreign Languages and Literatures and the Bilingual Multicultural Project commissioned Ms. Barbara Agor in 1980 to conduct a needs assessment in the immediate Brockport area to determine both the perception of need and the willingness of respondents to further their expertise in TESOL. We are pleased to know that your department is now proposing a program for permanent certification in TESOL.

As long as resources permit, the Department of Foreign Languages and Literatures could participate in the implementation of the TESOL program as follows:

1. It will offer, on a regular basis, courses in foreign languages appropriate for the fulfillment of any foreign language requirement which the TESOL program might include.
2. It will develop and offer, at least once a year, two graduate courses designed to enhance multicultural understanding. Those courses will be:
 - a. FCE 620 - Multiculturalism in the U.S.A.
3 semester credits.
 - b. FCE 626 - Bilingual Multicultural Topics -
3 semester credits.

Both FCE courses will be taught in English and will help students maximize their sensitivity to, understanding of, and respect for cultural differences which affect the learning of English by speakers of other languages. As I have discussed with you during our recent conversations, "bilingual" does not mean just English/Spanish, it means any two languages in contact.

For those participants in the TESOL program who also have a strong background in Spanish, the Department of Foreign Languages and Literatures would like to recommend, as electives, the Spanish courses listed below which are required for the Bilingual/Multicultural program and which are offered at least once a year:

- SPN 513-Contrastive Grammar: English/Spanish - 3 credits
- SPN 521-Contrastive Phonology: English/Spanish - 3 credits
- SPN 620-Multiculturalism and the Spanish Speaker in the U.S.A. - 3 credits

Dr. Beers
-2-

SPN 626-Bilingual Multicultural Topics -
3 credits

Please do not hesitate to contact us if we can be of further assistance
regarding the TESOL program.

Sincerely yours,

Victor Rojas

Victor J. Rojas, Chairman
Department of Foreign Languages and Literatures

xc: Dean Gennett
Dr. Tollers
Bilingual Project