TESOL/BILINGUAL DEGREES & CERTIFICATES

Director: Kristin A. Kurtzworth-Keen
Faculty: Rosemary Murray; Mary Shea.

Degree: Master of Science

Certificates:
- Advanced Certificate in TESOL Education
- Bilingual Education Extension Certificate

ADMISSION

To be considered for admission to Canisius College’s TESOL programs, candidates are required to submit the items below:

- Completion of a Graduate Admissions Application
  - For the master’s degree - submission of one (1) official undergraduate transcript showing completion of a bachelor’s degree from an accredited institution of higher learning with a minimum 3.0 cumulative grade point average
  - For the Advanced Certificate - submission of one (1) official transcript showing completion of a master’s degree from an accredited institution of higher learning
- Evidence of teaching certification complete or in progress
- Evidence of completion of 12 credit hours of college/university level credit in a language other than English
- Submission of two (2) letters of recommendation

Applications for candidates with less than a 3.0 cumulative undergraduate GPA will be reviewed by the program director for an admissions decision and may include additional requirements (e.g., personal interview, GRE, etc.).

ACADEMIC STANDING

Admission will require a 3.0 cumulative undergraduate GPA. Applicants who have an undergraduate GPA below a 3.0 may be required to meet additional requirements in order to provide evidence of their ability to be successful in graduate studies. These requirements may include a personal interview, and the GRE, GMAT, or MAT. Canadian and other international applicants must provide a completed Certification of Finances form.

TRANSFER CREDIT

No more than six credits of graduate coursework will be accepted in transfer from other institutions. The grades must have been at least “B” and must have been earned within the five-year time limit for completion of degree requirements. All transfer credits must coordinate with the candidate’s program of study at Canisius College, as approved by the program director. Only courses that can be aligned with a course in the program will be accepted for transfer credit as a substitute. Any exceptions to the above may only be made with the approval of both the program director and the Associate Dean.

MISSION STATEMENT

The School of Education and Human Services, in concert with our candidates, school partners, alumni and the community, seeks to prepare highly competent professional and socially committed teachers who value the Jesuit traditions of cura personalis, social justice and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical and professional knowledge, use their gifts in the service of others, and demonstrate professionalism and leadership in their field. More information can be found at the program website (https://www.canisius.edu/academics/programs/tesol).

PROGRAM DETAILS

Academic Standards

New York State TESOL Standards:

1. Language: Candidates know, understand, and use the major theories and research related to the structure and acquisition of language to help English Language Learners (ELLs) develop language and literacy and achieve in the content areas. Issues of language structure and language acquisition development are interrelated. The divisions of the standards into 1.a. language as a system, and 1.b. language acquisition and development do not prescribe an order.

2. Culture: Candidates know, understand, and use major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments for ELLs.

3. Planning, Implementing, and Managing Instruction: Candidates know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Candidates are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their ELLs.

4. Assessment: Candidates demonstrate understanding of issues and concepts of assessments and use standards-based procedures with ELLs.

5. Professionalism: Candidates keep current with new instructional techniques, research results, advances in the ESL field, and education policy issues and demonstrate knowledge of the history of ESL teaching. They use such information to reflect on and improve their instruction and assessment practices. Candidates work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for ELLs and their families.

MS CURRICULUM

Total credit hours: 30

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TESL 581</td>
<td>Cultural Perspectives in Multilingual Education</td>
<td>3</td>
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<tr>
<td>TESL 582</td>
<td>Theory and Practice of Bilingual/Multilingual Education</td>
<td>3</td>
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<tr>
<td>TESL 583</td>
<td>Linguistics, Literacy, &amp; Second Language Acquisition</td>
<td>3</td>
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<tr>
<td>TESL 585</td>
<td>Methods and Materials of Teaching English to Speakers of Other Languages</td>
<td>3</td>
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<td>TESL 587</td>
<td>Evaluation Assessment in Bilingual/TESOL Education</td>
<td>3</td>
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<tr>
<td>TESL 588</td>
<td>College Supervised Fieldwork in TESOL</td>
<td>3</td>
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<tr>
<td>EDR 515</td>
<td>Measurement and Statistics</td>
<td>3</td>
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<tr>
<td>EDR 616</td>
<td>Research in Reading</td>
<td>3</td>
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<td>Elective Courses</td>
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<td>6</td>
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<tr>
<td>TESL 584</td>
<td>Curriculum, Assessment, &amp; Methods of Teaching Native Language Arts</td>
<td>3</td>
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Select two of the following:
In this course, candidates examine the current debate regarding the role and definition of culture in the study of TESOL and the ESL classroom. Students will come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the very real impact culture has on students’ learning styles and classroom experiences. ESL 581 candidates will examine the potential impact their teaching strategies will have in the ESL classroom, with regard to understanding their own cultural characteristics and presuppositions. A balanced view of intercultural communication is the goal. The course includes fieldwork designed to investigate cultural differences. Note that 10 hours of field work are required.

Offered: fall online.
TESL 584 Curriculum, Assessment, & Methods of Teaching Native Language Arts 3 Credits
This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the ‘Post-Method’ Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks.
Offered: spring; online only.

TESL 585 Methods and Materials of Teaching English to Speakers of Other Languages 3 Credits
This course is an introduction to methods and materials for the teaching of English to speakers of other languages (TESOL). Through a program of lectures, readings, discussions, and practical teaching exercises in the field, candidates will explore the educational contexts in which English is taught and learned, methods and materials that teachers use to teach it, and the links between what teachers and learners do in the classroom and what applied linguistic research tells us about how second languages are learned. Satisfactory completion of the course indicates that candidates have acquired a basic knowledge of the methodology and materials of TESOL and basic skills in putting that knowledge into practice. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Note that 10 hours of field work are required.
Offered: online only.

TESL 586 Methods of Teaching the Subject Areas in the Native Language 3 Credits
This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges.
Offered: online only.
TESL 620 Research Project in TESOL  

This course is the second in a research-design sequence that begins with EDR 616: Research Methods in Reading. Both EDR 616 and TESL 620 will familiarize TESOL candidates with procedures for conducting rigorous and well-controlled research in the field. This experience will prepare candidates to be more discriminating consumers of research, especially that which is reported in TESOL professional journals.

Prerequisite: approval of program director.
Offered: occasionally, online only.