

# TESOL/BILINGUAL DEGREES & CERTIFICATES

**Degree:** Master of Science

**Certificates:**

- Advanced Certificate in TESOL Education
- Bilingual Education Extension Certificate

**Additional Programs:**

- Master of Science (non-certification option-not leading to NYS teaching certification)
- Advanced Certificate in TESOL Education (non-certification option-not leading to NYS teaching certification)

## Admission

To be considered for admission to Canisius University'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 2.75 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 (\*this requirement can be met while enrolled in the TESOL Programs)
- Applicants applying for programs not leading to NYS teaching certification are exempt from the 12 credit hours of college/university level credit in a language other than English requirement

Applications for candidates with less than a 2.75 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 University, 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.

## 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.

## Licensure Disclosure

Canisius University cannot determine whether completion of this program would be sufficient to meet licensure requirements outside of New York State for the intended occupation. We advise you to contact your **state licensing board or appropriate licensing entity** (<https://canisius.atlassian.net/wiki/spaces/AcadAffairs/pages/34964198/Professional+Licensure+Notification/>) to determine whether the program meets requirements for Professional Licensure in the state where you are located or the state in which you intend to pursue licensure. Please contact the associate dean of your school if you have further questions.

## Grade Requirements

Graduate students seeking endorsement from Canisius University for certification must achieve a C or above in all program coursework and a 3.0

or above overall GPA. Failure to meet this requirement will require repeating the course and/or completing additional coursework.

## Master of Science Curriculum

### Master of Science - Leading to New York State Certification

#### Master of Science

Total credit hours: 30

Code	Title	Credits
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Multilingual Education	3
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Curriculum Methods for TESOL & Bilingual	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation & Assessment of Multilingual Learners	3
TESL 588	University Supervised Fieldwork in TESOL	3
EDU 615	Research Methods	3
<b>Elective Courses</b>		
<b>Select two of the following:</b>		<b>6</b>
TESL 584	Methods of Teaching Language	
TESL 590	Foundations of Bilingual Education	
EDR 501	Reading and Writing in the Content Areas	
EDR 508	Advanced Emergent Literacy	
EDR 509	Teaching Literacy with Diverse Population	
<b>Total Credits</b>		<b>30</b>

### Master of Science - Does not lead to New York State Certification

#### Master of Science (Non-Certification Option)

Total credit hours: 30

Code	Title	Credits
TESL 581	Cultural Perspectives in Multilingual Education	3
TESL 582	Theory and Practice of Multilingual Education	3
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 584	Methods of Teaching Language	3
TESL 585	Curriculum Methods for TESOL & Bilingual	3
EDU 615	Research Methods	3
TESL 620	Research Project in TESOL	3
<b>Elective Courses</b>		
<b>Select three of the following:</b>		<b>9</b>
TESL 586	Methods of Teaching the Subject Areas in the Native Language	
EDR 501	Reading and Writing in the Content Areas	
TESL 587	Evaluation & Assessment of Multilingual Learners	
EDR 508	Advanced Emergent Literacy	
TESL 590	Foundations of Bilingual Education	
<b>Total Credits</b>		<b>30</b>

## Advanced Certificate Curriculum

### Advanced Certificate in TESOL - Leading to New York State Certification

#### Online Advanced Certificate in TESOL

Total credit hours: 18

Code	Title	Credits
<b>Required Courses</b>		
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Curriculum Methods for TESOL & Bilingual	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation & Assessment of Multilingual Learners	3
TESL 588	University Supervised Fieldwork in TESOL	3
TESL 590	Foundations of Bilingual Education	3
<b>Total Credits</b>		<b>18</b>

### Advanced Certificate in TESOL - Does Not Lead to New York State Certification

#### Online Advanced Certificate in TESOL (Non-Certification Option)

Total credit hours: 15

Code	Title	Credits
<b>Required Courses</b>		
TESL 583	Linguistics, Literacy, & Second Language Acquisition	3
TESL 585	Curriculum Methods for TESOL & Bilingual	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation & Assessment of Multilingual Learners	3
TESL 590	Foundations of Bilingual Education	3
<b>Total Credits</b>		<b>15</b>

## Curriculum

### Online Bilingual Education Extension

Total credit hours: 15

Code	Title	Credits
<b>Required Courses</b>		
TESL 584	Methods of Teaching Language	3
TESL 585	Curriculum Methods for TESOL & Bilingual	3
TESL 586	Methods of Teaching the Subject Areas in the Native Language	3
TESL 587	Evaluation & Assessment of Multilingual Learners	3
TESL 590	Foundations of Bilingual Education	3
<b>Total Credits</b>		<b>15</b>

## Courses

### TESL 581 Cultural Perspectives in Multilingual Education 3 Credits

This course will examine the role and definition of culture in the study of TESOL. Students will come to understand the effects of stereotyping the cultural characteristics of multilingual and multicultural students, as well as the very real impact culture has on students' learning styles and classroom experiences. Candidates will examine the potential impact their teaching strategies will have in the ENL classroom through understanding their own cultural and lived experiences. A balanced view of intercultural communication is the goal.

**Offered:** every fall.

### TESL 582 Theory and Practice of Multilingual Education 3 Credits

This course will introduce the candidate to a survey of theories and research relevant to the teaching and learning of English as an additional language. Current research and theoretical advances are described and evaluated. Candidates will have an opportunity to investigate the theory informing best practice. Course participants will be provided opportunities to engage with literacy theories and practices that promote learning in K-12 schools that serve diverse student populations.

**Offered:** every spring.

### TESL 583 Linguistics, Literacy, & Second Language Acquisition 3 Credits

This course introduces the study of linguistics, the discipline that investigates and describes the language acquisition, production, and comprehension of language. The course will examine English language structures and will aim to enhance language awareness. Course content will include an introduction to the core disciplines of linguistics, the scientific study of language, as they apply to literacy learning, including phonetics, phonology, morphology, syntax, and semantics. Candidates will consider how grammar is shaped by human cognition, culture, and speakers' communicative goals, as well as how languages around the world construct words, figurative language, and sentences. Students will also be introduced to the Science of Reading framework and its applicability to teaching multilingual learners to read. Primary course goals are to provide candidates with the necessary information on language as a dynamic system in all four domains, creating an intellectual background for language. Candidates will gain an understanding of the process of additional language acquisition and the role of formal language instruction and its connection to literacy.

**Offered:** every spring.

### TESL 584 Methods of Teaching Language 3 Credits

This course is an introduction to methods of teaching in TESOL and Bilingual Education. It is intended to provide models of instruction for stand-alone language instruction and integrated language arts or target language instruction in bilingual classrooms, depending on the candidate's certification track. Candidates will explore instruction aligned with the New York State Next Generation 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. TESOL candidates will discuss techniques to promote a bridge between a student's native language and English and models of both stand alone and integrated instruction that are aligned with the New York State learning standards. Bilingual Education candidates will discuss native language arts methods within models of dual language instruction. Together, TESOL and Bilingual Education candidates will discuss the importance of translanguaging and celebrating the assets of students.

**Offered:** every fall.

### TESL 585 Curriculum Methods for TESOL & Bilingual 3 Credits

This course is an introduction to instructional decisions appropriate to the teaching of English to speakers of other languages or bilingual students, depending on the candidate's certification area. 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. Candidates will learn how to make curricular decisions for culturally and linguistically diverse classrooms in the content areas, how to incorporate language development in integrated content classes, and how stand-alone instruction can support these language and content outcomes. Field Experience: 25-hours of fieldwork required for those who do not already have a NYS Teaching Certification.

**Offered:** fall and summer.

### 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. Field experience: 25 hours of fieldwork required.

**Offered:** every spring.

### TESL 587 Evaluation & Assessment of Multilingual Learners 3 Credits

In this course, candidates examine formal and informal assessment measures and the evaluation of multilingual students. Candidates will encounter current research and materials available for assessment of native language and English. Assessment and evaluation will be analyzed for validity, reliability, and utility. Candidates will analyze the internal construction of testing instruments and options for appropriately adapting tests that are part of the classroom curriculum in ways that make them effective and equitable for multilingual learners. Candidates will explore both formal and informal assessment techniques from a global standpoint and also hone in on the assessments that are specific to New York State. Those seeking NYS certification will have the opportunity to become certified in administering assessments such as the New York State Identification Test of English Language Learners (NYSITELL) and the New York State English as a Second Language Achievement Test (NYSESLAT). Candidates will also explore the assessment of students who may potentially be dually identified as English language learners and students with disabilities and how they can advocate for their students in this realm. Candidates will also practice using data from assessment to inform their practice and make instructional decisions.

**Offered:** fall and summer.

**TESL 588 University Supervised Fieldwork in TESOL 3 Credits**

This is a field based supervised practicum in which candidates demonstrate competencies related to providing instruction to ENL students and leadership on TESOL within a school setting. They work with a teacher of ENL students in an assigned school and with a university supervisor. Students participate in seminar sessions for reflection, 'debriefing', and dialogue on their experiences. Field Experience: 90 hours of student teaching required for those who are not initially certified, 50 for those who already have a NYS teaching certificate.

**Prerequisite:** approval of program director.

**Offered:** every fall, spring, & summer.

**TESL 590 Foundations of Bilingual Education 3 Credits**

This is a survey course intended to explore foundational elements of bilingual education: theory and practice. A survey of theories, practices, and research that are currently most productive and relevant to teaching and learning in dual language/bilingual education. Candidates will have an opportunity to investigate different models of dual language instruction and will be introduced to the core disciplines of linguistics as they apply to bilingual and dual language classrooms.

**Offered:** once a year.

**TESL 620 Research Project in TESOL 3 Credits**

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.