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4-13-2015

# Creation of online MEd, certification-only & Intensive Teacher Institute (ITI) tracks in TESOL

The College at Brockport, College Senate

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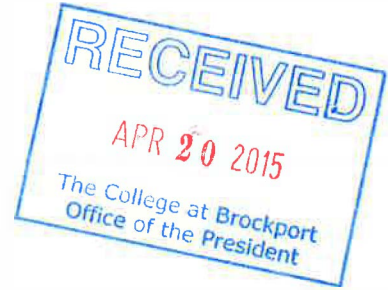
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Supersedes Res #: \_\_\_\_\_



TO: Dr. John R. Halstead, College President

FROM: The College Senate: **04/06/2015**

RE: **→** I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Creation of online MEd, certification-only and Intensive Teacher Institute (ITI) tracks in TESOL (#37\_14-15GC)**

Signed:  Date: 4/13/15  
(P. Gibson Ralph, 2014-15 College Senate President)

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: P. Ralph Gibson, College Senate President

FROM: John R. Halstead, College President

RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)  
a. Accepted - **Implementation Effective Date\*\***: Spring 2016  
**\*\*Implementation of resolution requires final approval from SUNY- State Education Department.**  YES  NO  
b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_

b. Comment:

Signed:  Date: 4/20/15  
(Dr. John R. Halstead, President, The College at Brockport)

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

**Routing Number**  
*Routing # assigned by Senate Office*  
2014-2015

**#37\_14-15GC**  
*Use routing number and title in all reference to this proposal.*

**This Proposal  
Replaces Resolution**

**INSTRUCTIONS**

- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals and questions go to [dlamphro@brockport.edu](mailto:dlamphro@brockport.edu) in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to [senate@brockport.edu](mailto:senate@brockport.edu).
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

**1. PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*  
Creation of online MSEd, certification-only & Intensive Teacher Institute (ITI) tracks in TESOL

**2. BRIEF DESCRIPTION OF PROPOSAL:**

Proposal will support the Department of Education & Human Development's creation of an online 30-credit Master of Science in Education degree program, an 18-credit Certification-Only program, and a 15-credit Intensive Teacher Institute (ITI) in Teaching English to Speakers of Other Languages (TESOL).

**3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED? X NO \_\_\_ YES** EXPLAIN YES

**4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

*n/a*

**5. HOW WILL THIS AFFECT TRANSFER STUDENTS:** *n/a*

**6. ANTICIPATED EFFECTIVE DATE:** Spring 2016

**7. SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/28/2015			

**8. SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Sue Robb	Education & Human Development	395-5935	<a href="mailto:srobb@brockport.edu">srobb@brockport.edu</a>
Chris Wilkens		395-5548	<a href="mailto:cwilkens@brockport.edu">cwilkens@brockport.edu</a>
Frank Rossi		395-5684	<a href="mailto:frossi@brockport.edu">frossi@brockport.edu</a>

**9. COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	03/02/15
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	03/09/15
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	03/23/15, 04/06/15
<input type="checkbox"/> General Education & Curriculum Policies	<b>Passed GED's go to Vice Provost</b>	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	College President	04/20/15
<input type="checkbox"/> Student Policies	<b>OTHER</b>	
<input type="checkbox"/> Undergraduate Curriculum & Policies	<b>REJECTED -WITHDRAWN</b>	

NOTES: **Res # 19**

## MSEd, Certification-only & Intensive Teacher Institute (ITI) tracks in TESOL

### Rationale

The purpose of the creation of a 30-credit Master of Science in Education degree program, an 18-credit certification-only program, and an 15-credit Intensive Teacher Institute (ITI) in Teaching English to Speakers of Other Languages (TESOL) is to increase graduate enrollment at the College and in the Department of Education & Human Development, while meeting current and projected demand for PreK-12 ESOL-certified teachers in the area and across New York State.

### Mission

The [mission](#) of the College at Brockport, SUNY reads:

*“The State University of New York College at Brockport:*

- *Is committed to providing a liberal arts and professional education - at both the undergraduate and graduate level - for those who have the necessary ability and motivation to benefit from high quality public higher education;*
- *Has the success of its students as its highest priority, emphasizing student learning, and encompassing admission to graduate and professional schools, employment, and civic engagement in a culturally diverse society and in globally interdependent communities; and*
- *Is committed to advancing teaching, scholarship, creative endeavors, and service to the College community and the greater society by supporting the activities of an outstanding faculty and staff.”*

The proposed Teaching English to Speakers of Other Languages (TESOL) program meets several aspects of our campus mission by delivering graduate-level professional education that will provide students with high quality instruction in a field that is intrinsically linked to civic engagement in a ‘culturally diverse society and in globally interdependent communities.’ It would be difficult to identify a more clear opportunity to provide Brockport students the opportunity to engage with a global community than by preparing them to work with students and families from around the globe. Additionally, such a program will prepare Brockport graduates for high-demand employment in a diverse range of local, state, and national schools.

The College at Brockport’s most recent [MOU with the State University of New York](#) (dated November, 2006), details a 145-year history teacher education, as one of the first four Normal Schools in New York State. Today, the College at Brockport is a comprehensive institution that offers 42 baccalaureate and 27 master’s degrees, with a balance of liberal arts and professional programs at both levels. The College at Brockport has earned accreditation from the [National Council for Accreditation of Teacher Education](#) (NCATE), while the Department of Education & Human Development’s graduate programs in math, physics, biology, earth science, and chemistry have earned national recognition from NCTM and NSTA, as appropriate. The Standards-Based Professional Association (SPA) relevant to this proposal is the TESOL International Association (TESOL), whose standards this program is designed to meet, and from whom national-level recognition will be sought.

The College at Brockport’s Mission Review MOU (§6.4) specifies that *“SUNY Brockport’s priorities for graduate education over the next six years are documenting program quality and developing new graduate programs to maintain current enrollment levels and support modest growth.”* The creation of a new TESOL program with both MSEd and Certification-Only tracks meets the priority for the development of new graduate programs at the College at Brockport.

The Department of Education & Human Development at the College at Brockport has the capacity to deliver a successful TESOL program. The College's Mission Review MOU (§6.5) documents the Department's success in meeting the expectations of SUNY's [New Vision for Teacher Education](#), and lauds both the collaboration of the Department with area school districts. We have also been successful in the creation and delivery of MSED and certification-only programs in Bilingual Education, leading to NYS teacher certification at the professional level. Our bilingual programs have gained wide praise and attention from SUNY (and recently attracted a partnership with the Rochester City School District, with the inflow of candidates and \$170,000+ to the College). We anticipate that our experiences delivering high-quality, globally-focused instruction to educators and a history of beneficial partnerships will inform the rigor of the program proposed here, and that our graduates will be prepared to contribute to civic life immediately in their work and communities.

Additionally, the delivery of the proposed TESOL programs meets the College at Brockport's Mission Review MOU commitment (§6.8) to technology-enhanced learning environments, by delivering the programs entirely through [Open SUNY](#), without duplicating or competing with peer institutions within SUNY (*see §C, below*).

Finally, the creation of a new TESOL program at College at Brockport will help meet the campus goal of strengthening institutional development and fundraising (§11.4) by aligning campus programs with state- and national-level priorities. The need for such programs has been clarified a great deal within the past year; as New York State Deputy Commissioner John D'Agati commented (in a [Memo to the Field](#) dated 12/8/2014), "Over the past 10 years, New York State English Language Learner (ELL) student enrollment has increased by 20 percent." In April 2014, the NYS Education Department released an 8-point [Blueprint for English Language Learner Success](#), the first point of which emphasizes that '*All teachers are teachers of English Language Learners, and need to plan accordingly.*' The United States Department of Education, issuing its first comprehensive '[Dear Colleague](#)' letter concerning English Language Learners in nearly forty years, underscored the growing importance of focusing on the educational needs of such students among most districts nationwide:

*"EL [English Learner] students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.[...] It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve."*

The development and delivery of a TESOL program aligns our offerings with those prioritized nationally, and positions the campus well to expand its resource base. Part of New York State's efforts to increase the supply of qualified ESOL-certified teachers has been via ongoing grant funding for a Clinically-Rich Intensive Teacher Institute in Bilingual Education and English as a Second Language ([CR-ITI-BE](#)). The Department has sought to expand such programs through SUNY campuses like Brockport. We are optimistic that there will remain ongoing state support in the near and long-term for TESOL programs such as that proposed here.

## Market

### The program's relationship to existing or planned programs in the same or related disciplines and expected impact on them.

The proposed TESOL program would include an MSED track, a Certification-Only track, and an Intensive Teacher Institute (ITI) track, all of which would lead to NYS teacher certification in English for Speakers of Other Languages (ESOL), PK-12, at the Initial level. This program would neatly complement and enjoy synergies with (but **not** replace) current MSED and certification-only programs in Bilingual Education, given some overlap in faculty, philosophy, and coursework – but they remain distinct programs. Our Bilingual Education programs seeks to prepare teacher candidates to deliver instruction across content areas (e.g. in mathematics, or social studies) in Spanish and in English, while the proposed TESOL program seeks to prepare teacher candidates to support students in learning spoken, written, and academic English in school settings.

While our bilingual programs have been successful, certification in Bilingual Education is only a viable option for those candidates who are *already* bilingual in Spanish and English, a reasonably limited candidate pool in the area. TESOL programs, by contrast, are viable options for students with initial NYS teacher certification in **any** content area (including special education), who may not be fluent but who have earned 12 or more credits of foreign language – typically, 4 classes. We believe this is a **much broader** pool of candidates, and has the potential to grow graduate enrollment at Brockport significantly beyond current levels (bringing with them net financial gains).

This proposal is resource-friendly for Brockport. Many of the courses required for the proposed TESOL programs overlap with those required for certification in bilingual education or other fields Brockport already delivers (such as literacy and teaching students with disabilities) – and as such do not expand our staffing needs. For example, three of the core courses in TESOL (EDI 628: *Methods, Materials & Cultural Perspectives in TESOL/Bilingual Education*; EDI 641: *Theories and Trends in Bilingual/Multicultural Education*; & EDI 661: *Research in Linguistics and Second Language Acquisition*) are also core courses in the bilingual program. Other courses in the proposed TESOL program are already part of other programs we offer, and represent no additional instructional needs (such as EDI 601: *Diversity in Education*; EDI 603: *Educational Assessment and Evaluation*; EDI 726 & EDI 727: *Methods and Materials in Literacy Education (B-6 & 5-12)*; EDI 634: *Teaching Reading to Children with Special Needs*; & EDI 521: *Methods for Teaching and Assessing the Bilingual Child*). The programs we propose to add require the addition of just one new course (EDI 6XX: *Practicum in TESOL*), and we anticipate that these new programs could potentially bolster graduate courses across a range of our offerings.

As well, the overlap in New York State teacher certification requirements for English for Speakers of Other Languages (ESOL) and Bilingual Education represents an opportunity for Brockport students as well. Students may be able to add both certifications with just a few 'extra' courses added to either a TESOL or Bilingual education program.

We anticipate **no negative or ongoing campus-level** impacts within other Departments beyond the Department of Education & Human Development, as the coursework included in the proposed TESOL program will be delivered entirely by our Department. We also anticipate **no negative campus-level** impacts for our Library, Information & Technology Services (LITS) team; our Department has adopted Blackboard for the delivery of all courses, including those through Open SUNY, and our LITS team is currently successfully delivering a 100% online [Master of Arts in Liberal](#)

Studies that is growing enrollment without negative technology demand in much the way we anticipate this program will run.

### **Potential demand for a TESOL program**

Demand for a TESOL program is high across the state; as New York State Deputy Commissioner John D'Agati summarized (in a [Memo to the Field](#) dated 12/8/2014):

Over the past 10 years, New York State English Language Learner (ELL) student enrollment has increased by 20 percent. This trend is not unique to New York; according to the U.S. Department of Education, ELL student enrollment has increased by 18 percent nationally. Currently in New York State, nearly a quarter of a million ELLs make up almost 10 percent of the total public school student population, with even more ELLs enrolled in our private schools. Students in New York State speak over 200 languages, and nearly 45 percent of ELLs were born outside of the United States.

NYSED's data are confirmed by a recent (October, 2014: <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-diagnostic-hc-nysed.pdf>) study by the Harvard Center for Education Policy found sustained demand across the state for teachers certified in English for Speakers of Other Languages (hires of teachers for ESOL jobs ranked #1 in NYS, at 66% of those certified hired within 2 years –compared, *e.g.*, with hires of just 26% of those certified in elementary & early childhood). The New York State Department of Education has sought to support teachers and teacher-preparation institutions in their efforts to prepare for, and teach, a growing population of English Language Learners. In April 2014, the Department released an 8-point [Blueprint for English Language Learner Success](#), the first point of which emphasizes that 'All teachers are teachers of English Language Learners, and need to plan accordingly.'

Part of New York State's efforts to increase the supply of qualified ESOL-certified teachers has been via ongoing grant funding for a Clinically-Rich Intensive Teacher Institute in Bilingual Education and English as a Second Language ([CR-ITI-BE](#)). The Department has sought to expand such programs through SUNY campuses like Brockport. We are optimistic that there will remain ongoing state support in the near and long-term for TESOL programs such as that proposed here.

Importantly, Brockport currently offers MSED and certification-only programs in Bilingual Education, leading to NYS teacher certification at the professional level. Enrollment has varied between 1-9 students for both programs from 2010-present. While our bilingual programs have gained wide praise and attention from SUNY (the certification-only program recently attracted a partnership with the Rochester City School District, with the inflow of candidates and \$170,000+ to the College) – certification in Bilingual Education is only a viable option for those candidates who are *already* bilingual in Spanish and English, a reasonably limited candidate pool in the area. TESOL programs, by contrast, are viable options for students with initial NYS teacher certification in **any** content area (including special education), who may not be fluent but who have earned 12 or more credits of foreign language – typically, 4 classes. We believe this is a **much broader** pool of candidates.

As well, an MSED or certification in TESOL is professionally quite versatile for candidates; the MSED can be used to obtain professional-level certification across any content area, and at any grade level (much like our current program in literacy, and the recently-Senate-approved program in special education (see Brockport College Senate Resolution #35-#46\_13-14GC;

<http://www.brockport.edu/collegesenate/resolutions/2013-2014%20Resolutions/RES%2035.pdf>) – and certification will greatly expand professional attractiveness for years to come. As such, these programs should prove useful for our candidates seeking teaching work, and should expand their professional versatility; we believe they can be broadly attractive programs for students both in the Brockport area and across the state.

Currently, no SUNY campus offers an online graduate degree in TESOL. We believe that the current NYS-wide requirement that all teachers complete a master’s degree within 5 years of initial certification will drive sustained demand for the program we propose, and we are excited to be at the forefront in SUNY’s ongoing expansion of Open SUNY and the delivery of online programs.

### Anticipated enrollment

Expected Enrollment	When Program Begins	In Year 5
Full-time students	8	16
Part-time students	8	16
<b>Total enrollment</b>	16	32

We anticipate that the creation of a new program in TESOL has the potential to attract sufficient local interest to help stabilize – and, over time, to grow – enrollment in our graduate programs. Local and state-wide demand for ESOL-certified teachers is high, and expected to be sustained over time. Our potential market includes both currently-employed teachers completing the MEd track in partial fulfillment of professional certification requirements **and** currently-certified teachers who are not employed, who seek to expand their skills and employability.

The above estimates are based on current (2014-15) [graduate enrollment](#) at Brockport across education programs of 210 students, roughly evenly divided between full- and part-time enrollment (FTEs: 93.4). We consider a program at sustainable enrollment with 8 new students enrolled annually (hence, populating courses); the anticipated duration of the program for most students is 4 semesters (24 months) – yielding an ongoing total program enrollment of 32 students, divided evenly into full- and part-time status.

We are confident that online delivery will help enroll students in the program. From November-December 2011, the Department surveyed current Brockport education program graduate students. We asked students: *‘What would make your experience in the Department of Education and Human Development even better?’* We learned that, among 64 respondents choosing from 17 options (and a fill-in-the-blank ‘other’ option), by far the most popular (44.4%) was ‘Alternative online courses.’ This gives us confidence that the creation of a new graduate program delivered online will meet the desire of current (and future) Brockport graduate students for online educational options.

However, there is likely to be additional upside to the delivery of the TESOL program through Open SUNY: *it has the best chance of expanding overall graduate program enrollment by attracting students who work and live beyond Brockport’s campus, potentially statewide.* Though we do not have any basis to project firm numbers concerning enrollments or growth in comparable online graduate TESOL programs statewide or nationally, the 9.7% growth rate in online programs cited by [Allen & Seaman \(2011\)](#) gives us confidence that online programs are desirable in the marketplace, and that offering such an option represents a sound strategy for stabilizing (and growing) graduate education in the future at Brockport. Delivering a TESOL program online appears likely to be attractive to our current graduate students, and also expands Brockport’s reach



into markets we would not previously have had – including all of New York’s cities, towns, and rural areas. We believe the new program sustainable, even locally – but are excited by the growth opportunities such an online program affords.

### **Similar programs offered by other SUNY campuses.**

SUNY’s [64-campus system](#) currently includes 19 University Centers and University College campuses that offer graduate teacher education programs; of these, 8 are in Western New York (excluding Brockport): Binghamton, Buffalo, Buffalo State, Cornell, Cortland, Fredonia, Geneseo, and Oswego. These eight campuses generally do not overlap within the market, as they are distinguished by classification (*e.g.* University Centers such as Binghamton, Buffalo, and Cornell are distinct from University Colleges such as Brockport and Cortland), and dispersed geographically.

While two University Centers do currently offer TESOL programs, it is reasonable to exclude them from this market analysis both by classification and by geography – as both offer their TESOL programs face-to-face and are 243-408 miles distant from the Brockport main campus:

- Stony Brook University: [http://www.stonybrook.edu/pep/tep\\_tesol.shtml](http://www.stonybrook.edu/pep/tep_tesol.shtml) (30 credits, face-to-face); &
- University at Albany: [http://www.albany.edu/etap/TESOL\\_MS.php](http://www.albany.edu/etap/TESOL_MS.php) (36 credits, face-to-face)

The College at Brockport’s peer institutions within SUNY for this evaluation of market need and demand are the five University Colleges in Western NYS currently offering graduate education programs: Buffalo State, Cortland, Fredonia, Geneseo, and Oswego.

Of these, three offer programs leading to NYS certification in ESOL (PK-12), including:

- SUNY Oswego; [http://www.oswego.edu/academics/majors\\_list/tesol.html](http://www.oswego.edu/academics/majors_list/tesol.html) (Undergraduate major, 43 hours, face-to-face);
- SUNY Fredonia; <http://www.fredonia.edu/gradstudies/prospective/degrees/tesol.asp> (36 credits, face-to-face); &
- SUNY Cortland; <http://www2.cortland.edu/departments/modern-languages/guide.dot> (30 credits, face to face).

SUNY Oswego’s program may be **excluded** as a competitor within the market, since it is an undergraduate program designed as a major – while the proposed program at Brockport will operate as a graduate program, designed and intended for those already possessing a bachelor’s or master’s degree and NYS teacher certification at the Initial level.

The TESOL programs at SUNY Fredonia and SUNY Cortland are perhaps the closest competitors, in design and outcome, within the potential market. Fredonia is 104 miles distant from Brockport, and Cortland is 118 miles distant; both are roughly similar distances from Rochester, our population center. In this case, geography and a large local population of students needing ESOL-certified teachers (the Rochester City School District, for example, reported that 12.2% of its 32,000+ students were ‘Limited English Proficient’ in [2008-09](#) [most recent reliable data]) provide a clear argument that our program will complement rather than compete with those already in existence. As well, the proposed 100% online delivery of our program distinguishes it from all other SUNY campuses. There are no other online TESOL programs within SUNY, and our experiences with online- and face-to-face courses lead us to anticipate that demand for a fully online program may prove distinct from demand for programs offered face-to-face.

There are two other SUNY programs of note in this market analysis, that offer TESOL programs **not** for teacher certification, but for working with adults or non-school ESL programs, or abroad:

- Westchester Community College: <http://www.sunywcc.edu/continuing-ed/esl/tesol-certificate-program/> (126 hour, non-credit program);
- University at Buffalo: <http://gse.buffalo.edu/programs/tesol> (32 credits, non-certification program); &
- Buffalo State; <http://spfe.buffalostate.edu/tesol-courses> (5 ESL courses, no certification program).

All three of these programs may be excluded as overlapping, given that they are non-credit (Westchester CC), or do not lead to NYS teacher certification (University at Buffalo and Buffalo State).

What about online programs? There are at the moment **no SUNY institutions** offering online graduate programs in TESOL; as such, this program presents a clear opportunity for SUNY as a system to expand its online programming. The primary audience for this program is teachers (generally working adults, who appreciate online/asynchronous offerings). Offering the proposed program entirely online enables prospective students in and beyond Brockport (across New York State, and potentially extending to other states) access, flexibility and convenience. It is clear that there is widespread national movement towards online delivery of master's degrees for teachers; a [2014 analysis of IPEDS data](#) showed that 12.5% of all students were enrolled 'exclusively in distance education courses,' and that NCES data showed that all of the top ten master's programs in the nation (by graduates) for teachers were online. Robert Pianta, Dean of the University of Virginia's Curry School of Education Robert Pianta, commented in a [USA Today feature](#) about the study: "*We shouldn't be surprised because the whole industry is moving in that direction.*"

### **Similar programs at non-SUNY institutions**

There are two regional TESOL programs at non-SUNY institutions:

- Nazareth College; <https://www2.naz.edu/academics/grad/tesol-esol-certification-programs/> (36 credits, face-to-face); &
- University of Rochester; <http://www.warner.rochester.edu/programs/tesol/#pos> (35 credits, face-to-face).

Neither program appears likely to compete directly for Brockport (or SUNY) students, as they are (respectively) private, 'highly residential' and 'private, comprehensive doctoral' with [distinct IHE classifications](#). Additionally, beyond the public/private and student-body differences with both institutions, **cost** differences are clear ([\\$829/credit hour at Nazareth College](#), [\\$1,296/credit hour at University of Rochester](#) v. [\\$432/credit](#) at Brockport). Cost matters for Brockport and other SUNY students – and we see here a clear competitive advantage for the proposed TESOL program. The math on total program cost:

- Nazareth (36 credits @ \$829/credit): \$29,844.00
- U. of R. (35 credits @ \$1,296/credit): \$45,360.00
- Brockport (30 credits @ \$432/credit): \$12,960.00

We know that **cost matters to Brockport students** when choosing among graduate schools. Between November-December 2011, the Department surveyed current Brockport education program graduate students, and asked: *Why did you choose the Department of Education and Human Development for your graduate*

*education experience?* We learned that, among 64 respondents choosing from 14 options (and a fill-in-the-blank ‘other’ option), by far the most popular (77.7%) was ‘Cost.’

We also know that the United States Department of Education is pushing all colleges to participate in a so-called ‘[College Affordability and Transparency Center](#)’ band that the entire SUNY system [will participate](#). This gives us confidence that the creation of a new graduate TESOL program at SUNY Brockport tuition rates will meet the preferences of current (and future) Brockport students, and will fit nicely with the overall push for financial transparency and cost efficiency in higher education.

Additionally, program delivery at both Nazareth College and the University of Rochester is *traditional, classroom-based*, while the proposed program delivery for the TESOL program at Brockport will be entirely *online through Open SUNY*. It is likely that candidates for such distinct delivery options will differ, and any replication or competition minimized as a result.

Finally, given this latter point – that the proposed TESOL program will be delivered online – it seems likely that a range of online universities could properly be considered program competitors. Perhaps the most famous of these is the [University of Phoenix](#), a private for-profit chain; but Phoenix does not at this time offer graduate teacher education programs for New York State residents. As such it is not a direct competitor. However, some of the next tier (by enrollment) of online colleges, including [Western Governor’s University](#), [Capella University](#), and [Grand Canyon University](#) do offer some variant of a graduate teacher education program in TESOL. It is extremely difficult (if not impossible) to locate information about enrollment, retention, degree attainment – or the extent to which these programs lead to successful New York State teacher certification in a relevant content area, so it is difficult to know whether or how these programs represent legitimate competition. The majority of these institutions do not publish institutional data, but rather require interested candidates to call or submit online inquiries (and be sent marketing materials). Hence, there is a degree of uncertainty about numbers here in Western New York, and in the state more broadly. It does appear that these private online universities are not directly cost-competitive with Brockport (*i.e.*, Capella: [\\$737/Credit](#); Grand Canyon University: [\\$510 per credit](#), plus fees) – but fall more in line with local private colleges than SUNY in-state tuition). This reassures us that our program is cost-competitive even within a robust national market within teacher education.

But perhaps even more important than cost, we believe that the College at Brockport, State University of New York has a large **brand advantage** in being a longstanding brick-and-mortar comprehensive University College, and as part of the vast and well-known SUNY system. There is little doubt that universities and employers in New York (and beyond) view the degrees offered by out-of-state online institutions and the College at Brockport differently, to the advantage of Brockport.

Finally, the Department of Education & Human Development’s NCATE accreditation and long history of successful recommendations to NYSED for teacher certification serves as a competitive advantage for candidates who seek professional teacher certification from New York State. Any uncertainty candidates have about whether degrees from Walden (or any other online university) work for NYS professional certification serves as a distinct market advantage for Brockport.

### **Potential employment opportunities for program completers**

The demographic changes across NY are driving expanded employment of TESOL-trained teachers. Demand is high, much higher than for many other education fields; a recent (October, 2014: <http://cepr.harvard.edu/cepr-resources/files/news-events/sdp-diagnostic-hc-nysed.pdf>) study by the

Harvard Center for Education Policy found sustained demand across the state for teachers certified in English for Speakers of Other Languages (hires of teachers for ESOL jobs ranked #1 in NYS, at 66% of those certified hired within 2 years –compared, *e.g.*, with hires of just 26% of those certified in elementary & early childhood). Current estimates place the number of new hires of ESOL-certified teachers in NYS at 1,400+ annually, with demand anticipated to rise. The New York State Department of Education has recently sought to augment support for teachers and teacher-preparation institutions in their efforts to prepare for, and teach, a growing population of English Language Learners. In April 2014, the Department released an 8-point [Blueprint for English Language Learner Success](#), the first point of which emphasizes that ‘*All teachers are teachers of English Language Learners, and need to plan accordingly.*’ Local demand from districts is high, as evidenced by enclosed letters.

As well, the overlap in New York State teacher certification requirements for English for Speakers of Other Languages (ESOL) and Bilingual Education represents an opportunity for Brockport students as well. Students may be able to add both certifications with just a few ‘extra’ courses added to either a TESOL or Bilingual education program.

### **Program Quality**

The proposed TESOL program includes high-quality courses that Brockport faculty already offer, and have offered successfully for many years. We are able to do this because most of the courses required for the proposed TESOL programs overlap with those required for certification in bilingual education or other fields Brockport already delivers (such as literacy and teaching students with disabilities) – and as such do not expand what we need to teach, and do not expand the range of skills faculty must demonstrate. For example, three of the core courses in TESOL (EDI 628: *Methods, Materials & Cultural Perspectives in TESOL/Bilingual Education*; EDI 641: *Theories and Trends in Bilingual/Multicultural Education*; & EDI 661: *Research in Linguistics and Second Language Acquisition*) are also core courses in the bilingual program. Other courses in the proposed TESOL program are already part of other programs we offer, and represent no additional instructional needs (such as EDI 601: *Diversity in Education*; EDI 603: *Educational Assessment and Evaluation*; EDI 726 & EDI 727: *Methods and Materials in Literacy Education (B-6 & 5-12)*; EDI 634: *Teaching Reading to Children with Special Needs*; & EDI 521: *Methods for Teaching and Assessing the Bilingual Child*).

The programs we propose to add require the addition of just one new course (EDI 6XX: *Practicum in TESOL*), and we anticipate that these new programs could potentially bolster graduate courses across a range of our offerings. This new course responsibility will not add to faculty load within EHD, as we are concurrently proposing to remove EDI 600: *Understanding Educational Research* from the course of study for students in the MEd in Bilingual Education program. Additionally, EHD has recently hired a new faculty member, Dr. Rob Bailey, as the Adolescence Social Studies program coordinator. Dr. Bailey has worked in Tampa, FL, as a high school teacher for the past decade, and is certified as an English for Speakers of Other Languages (ESOL) teacher. Although it is too soon to decide teaching loads, we anticipate that his certification and experience will prove quite useful as we build the program.

We propose to deliver both the MEd and the certification-only program in TESOL entirely online. We are confident that we will be able to deliver a high-quality TESOL program, because it involves the delivery of a single new practicum course by an experienced Brockport instructor with longstanding experience in our Bilingual education program. Our rationale is that expanding the program’s availability to students will make it more attractive and drive enrollment. The primary audience for this program is teachers (generally working adults, who appreciate online/asynchronous offerings). Offering the proposed program entirely online enables prospective students in and beyond Brockport (across New York State, and potentially extending to other states) access, flexibility and convenience. It is clear that there is widespread national

movement towards online delivery of master's degrees for teachers; a [2014 analysis of IPEDS data](#) showed that 12.5% of all students were enrolled 'exclusively in distance education courses,' and that NCES data showed that all of the top ten master's programs in the nation (by graduates) for teachers were online. Robert Pianta, Dean of the University of Virginia's Curry School of Education Robert Pianta, commented in a [USA Today feature](#) about the study: "*We shouldn't be surprised because the whole industry is moving in that direction.*"

The Department of Education and Human Development is prepared to offer both programs in fully online format. Current Program Coordinator Mr. Rossi and other faculty delivering program coursework have offered a range of coursework in 100% asynchronous online format over the past several years, including EDI 601 (*Diversity in Education*); EDI 628 (*Methods, Materials and Cultural Perspectives in TESOL/Bilingual Education*); EDI 661 (*Research in Linguistics and Second Language Acquisition*); & EDI 521 (*Methods for Teaching and Assessing the Bilingual Child*) – see program outline below. We will need to adapt two courses with field experiences (EDI 628 and EDI 521), and create one new 3-credit practicum course (EDI XXX: *Practicum in TESOL Education*) for delivery online. New York State regulations for teacher certification require that candidates in programs such as those we are proposing:

*"...complete at least 50 clock hours of field experiences with students learning English as a second language; and practica or student teaching with students learning English as a second language in both elementary and secondary schools totaling at least 20 days."*

These field experiences are generally considered part of coursework (here, EDI 628 and EDI 521), and are overseen by course instructors; they include such activities as observing mentor teachers, working 1:1 with individual students, and participating in the design and delivery of part- or whole lessons, often in a variety of classrooms or settings. The Practicum in TESOL (EDI 6XX) is a standalone, more in-depth experience in one classroom or setting, and represents the culminating field-based experience leading to certification.

Candidates in either of the proposed programs will need to complete field experiences and the practicum whether they are local (to Brockport) or live elsewhere; we propose to make such experiences possible via a two-option strategy to preserve flexibility:

- Candidates may arrange for **local (near Brockport) field experiences and practicum**; this option is the one which takes advantage of our Field Experience Office's robust connections to school districts within and near Monroe County. We will be able to place candidates in schools and provide for supervision via local school-based teacher educators (SBTEs) in traditional fashion.
- Candidates at a remove from Brockport may independently request **field experience and practicum placements in their own areas**. This has been done by the Field Experience Office on several occasions previously (*e.g.* when candidates from elsewhere desire to return home to complete student teaching), and has been frequent for students in KSSPE (especially Physical Education and Health Science) for years. All field experiences and practicum placements will be reviewed (and must be approved by) the Field Experience Office in advance.

The Department is prepared to offer students rich experiences while meeting their professional goals. We are not new to delivering online courses; eighty-two percent (14 of 17) full-time faculty in the Department of Education and Human Development are currently teaching or have taught online or hybrid courses. Ninety-three percent (13 of 14) of the full-time faculty slated to teach the proposed courses are teaching or have taught online or hybrid courses. Once approved, the programs will be delivered via Blackboard on [Open SUNY](#). The proposed programs will be offered continuously, with admission in the fall and spring

semesters. Admission to these program will follow the current policies/practices as for other EHD graduate and certification-only programs. We expect that students will take 2-3 semesters to complete the certification-only or the ITI programs, and between 3-4 semesters to complete the MEd program. The programs as proposed will meet TESOL International Association (TESOL) standards and prepare students to meet Brockport’s Professional Education Unit (PEU) themes of a solid base of knowledge and skills, professional dispositions, and a positive impact on K-12 learners.

Given broad overlap between other graduate and certification-only programs within the Department of Education & Human Development (particularly Bilingual education), delivering these programs online can be accomplished without adding new faculty to the Department of Education & Human Development. We will need to add a single new course – EDI XXX: *Practicum in TESOL Education* (3.0 credits) – and can do so with existing resources. We are optimistic that delivering the program online will enable the department to maximize resource usage (such as expanding enrollment in course offerings below enrollment caps), while at the same time providing attractive programming for those proximal and distant from the Brockport campus.

**Master of Science in Education:** Teaching English to Speakers of Other Languages

Course	Course Title	Credits	Fieldwork
EDI 601	<i>Diversity in Education</i>	3	
EDI 603	<i>Educational Assessment and Evaluation</i>	3	
EDI 722	<i>Seminar in Bilingual/ TESOL Education</i>	3	
EDI XXX	<i>Practicum in TESOL Education</i>	3	20 days
EDI 628	<i>Methods, Materials and Cultural Perspectives in TESOL/ Bilingual Education</i>	3	25 hours
EDI 641	<i>Theories and Trends in Bilingual/ ESL Education</i>	3	
EDI 661	<i>Research in Linguistics and Second Language Acquisition</i>	3	
EDI 726 or EDI 727	EDI 726: <i>Methods and Materials in Literacy Education, B-6</i> [or] EDI 727: <i>Methods and Materials in Literacy Education, 5-12</i>	3	
EDI 634	<i>Teaching Reading to Children with Special Needs</i>	3	
EDI 521	<i>Methods for Teaching and Assessing the Bilingual Child</i>	3	25 hours
<b>Total Credits</b>		<b>30</b>	

\*Prerequisites:

- Initial NYS teaching certification
- 12 credits in a Language Other Than English
- 3 credits in Teaching Students with Special Needs
- 3 credits in Child Psychology, Adolescent Psychology, or Educational Psychology

**Certification Only:** Teaching English to Speakers of Other Languages

Course	Course Title	Credits	Fieldwork
EDI XXX	<i>Practicum in TESOL Education</i>	3	20 days
EDI 628	<i>Methods, Materials and Cultural Perspectives in TESOL/Bilingual Education</i>	3	25 hours
EDI 641	<i>Theories and Trends in Bilingual/ESL Education</i>	3	
EDI 661	<i>Research in Linguistics and Second Language Acquisition</i>	3	
EDI 521	<i>Methods for Teaching and Assessing the Bilingual Child</i>	3	25 hours
EDI 726 or EDI 727	EDI 726: <i>Methods and Materials in Literacy Education, B-6</i> [or] EDI 727: <i>Methods and Materials in Literacy Education, 5-12</i>	3	
<b>Total Credits</b>		<b>18</b>	

\*Prerequisites:

- Initial NYS teaching certification
- 12 credits in a Language Other Than English
- 3 credits in Teaching Students with Special Needs
- 3 credits in Child Psychology, Adolescent Psychology, or Educational Psychology

**Intensive Teacher Institute (ITI):** Teaching English to Speakers of Other Languages

Course	Course Title	Credits	Fieldwork
EDI 628	<i>Methods, Materials and Cultural Perspectives in TESOL/Bilingual Education</i>	3	25 hours
EDI 641	<i>Theories and Trends in Bilingual/ESL Education</i>	3	
EDI 661	<i>Research in Linguistics and Second Language Acquisition</i>	3	
EDI 521	<i>Methods for Teaching and Assessing the Bilingual Child</i>	3	25 hours
EDI 726 or EDI 727	EDI 726: <i>Methods and Materials in Literacy Education, B-6</i> [or] EDI 727: <i>Methods and Materials in Literacy Education, 5-12</i>	3	
<b>Total Credits</b>		<b>15</b>	

\*Prerequisites:

- Initial NYS teaching certification
- 12 credits in a Language Other Than English
- 3 credits in Teaching Students with Special Needs
- 3 credits in Child Psychology, Adolescent Psychology, or Educational Psychology

## Course Descriptions & Faculty Offering Courses

Course	Description	Credits	Online status	Faculty Name, Rank & Status
EDI 601: <i>Diversity in Education</i>	Engages students in critical examination, grounded in historical, philosophical, theoretical and legal frameworks, of issues of diversity, including race, ethnicity, language, culture, class, disability, gender, sexual orientation, ability and religion as applied to education in a pluralistic democracy. Exploration of identity construction, family systems, power, privilege, oppression, and implications for our work as teachers, and for children's and family experiences within a variety of inclusive educational settings. Fall, Spring & Summer.	3	Online since 2010-2011.	Christian Wilkens, Ed.D. Assistant Professor Tenure Track  Frank Rossi, M.S.Ed QAR/Non-tenure track
EDI 603: <i>Educational Assessment and Evaluation</i>	Provides an overview of the theory and practice of assessment for teachers. Emphasizes classroom assessment and evaluation practices consistent with the NYS Learning Standards. Methods include performance assessments, instructional rubrics, student portfolios and exhibitions, and objectively-scored tests. Includes assessments used for improving student performance and teaching practices. Fall & Spring.	3	[Conversion planned for 2015-16]; instructor experienced in online teaching & learning.	Christian Wilkens, Ed.D. Assistant Professor Tenure Track  Younkyeong Nam, Ph.D. Assistant Professor Tenure Track
EDI 722: <i>Seminar in Bilingual / TESOL Education</i>	Requires students to analyze the history and basic bibliography of bilingual education in the United States; to identify trends and practices in current bilingual programs; and to understand the principles of socio- and psycholinguistic analysis as applied to the target population.	3	[Conversion planned for 2015-16]; instructor experienced in online teaching & learning.	Frank Rossi, M.S.Ed QAR/Non-tenure track
EDI XXX: Practicum in TESOL Education	This is a field-based supervised experience in planning, testing, developing materials and providing instruction to English Language Learners in an ESOL setting. Candidates will complete the practicum in the opposite area (Childhood or Adolescence) of their initial certification. The practicum provides candidates with experiences with English Language Learners in a variety of communities, and across student developmental levels.	3	Course to be created online; see included syllabus.	Frank Rossi, M.S.Ed QAR/Non-tenure track
EDI 628: <i>Methods, Materials and Cultural Perspectives in TESOL/Bilingual Education</i>	Trains teachers in a bilingual-multicultural program and others who wish to achieve pedagogical competency in the teaching of English as a second language.	3	Online since 2014-15.	Lourdes Elena Roa, M.S.Ed. Associate faculty / Non-tenure track
EDI 641: <i>Theories and Trends in Bilingual/ESL Education</i>	Provides advanced study and research in bilingual education. Focuses on the theoretical foundations, principles, and current trends in bilingual education relevant to elementary or secondary students.	3	Online since 2014-15.	Frank Rossi, M.S.Ed QAR/Non-tenure track



<p>EDI 661: <i>Research in Linguistics and Second Language Acquisition</i></p>	<p>Through the in-depth analysis and later creation of research studies, the course centers on a contrastive analysis of the language components of English and Spanish; phonetics and phonology, morphology, syntax, lexicon, and semantics. Examines sociolinguistic and psycholinguistic perspectives related to the role of language in culture, identity, and learning. Explores language acquisition theories and their application to bilingualism and the teaching of English to speakers of other languages. Writing intensive and creation of extended research studies.</p>	<p>3</p>	<p>Online since 2014-15.</p>	<p>Frank Rossi, M.S.Ed QAR/Non-tenure track</p>
<p>EDI 726: <i>Methods and Materials in Literacy Education, B-6</i> [or] EDI 727: <i>Methods and Materials in Literacy Education, 5-12</i></p>	<p>Offers students opportunity to examine pedagogy, materials, and assessment strategies to support the literacy needs of diverse learners (B-6 or 5-15). Methods and materials to instruct students in the use of multimodalities and multiliteracies will be emphasized. Students will engage in critical application of current research-based methods, materials, and resources. A key aim of this course is to prepare students to provide increased educational opportunities for all learners of all abilities. Adult pedagogy and materials for professional development will also be explored and developed.</p>	<p>3</p>	<p>[Conversion planned for 2015-16]; instructors experienced in online teaching &amp; learning.</p>	<p>Sandra Cimbricz, Ph.D. Tenure Track  Linda Rak, M.S. Ed. Associate faculty / Non-tenure track</p>
<p>EDI 634: <i>Teaching Reading to Children with Special Needs</i></p>	<p>Explores reading as an extension of the language process, focusing on children with special needs (e.g. the learning disabled, the gifted, the linguistically different, the emotionally disturbed and students with other disabilities). Emphasizes the learning environment.</p>	<p>3</p>	<p>[Conversion planned for 2015-16]</p>	<p>Rae Lynn McCarthy, M.S.Ed. Associate faculty / Non-tenure track</p>
<p>EDI 521: <i>Methods for Teaching and Assessing the Bilingual Child</i></p>	<p>Explores the social, emotional and cognitive implications of being a child who must function as a bilingual in a classroom setting. Relates theoretical knowledge to practice through observation and work with children in a bilingual setting.</p>	<p>3</p>	<p>Online since 2014-15.</p>	<p>Frank Rossi, M.S.Ed QAR/Non-tenure track</p>

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Christian Wilkens, Assistant Professor	17%	EDI 601: <i>Diversity in education</i> ; EDI 603: <i>Educational assessment &amp; evaluation</i>	Ed.D., Harvard University	Elementary & Secondary Education.	Certified in special education (AK), biology (AK & NY), and school leadership (AK & NY); author, <i>Alaska State Special Education Handbook</i> (2013); chair & teacher, special education department, Juneau-Douglas High School (Juneau, AK).
Frank Rossi, QAR	67%	EDI 601: <i>Diversity in education</i>	ABD, Nova Southeastern University Certificate of Advanced Study, College at Brockport MSED, SUNY Geneseo	Educational Leadership Certified in Spanish, French and Social Studies	Rochester City School District, Rochester, NY: Director of Foreign Language, Program administrator, classroom teacher
Younkyeong Nam, Assistant Professor	17%	EDI 603: <i>Educational assessment &amp; evaluation</i>  EDI 793: <i>Seminar in Science Education</i>	Ph.D., University of Minnesota	Science Education	Afterschool science instructor, Columbia Height School District, St. Paul MN; Science Teacher, Ulsan Middle School, South Korea; Earth Science Teacher, Milyang High School, South Korea
Sandra Cimbricz	17%	EDI 727: <i>Methods and Materials in Literacy Education, 5-12</i>	Ph.D., University at Buffalo	Elementary & Interdisciplinary Education: Concentration in English and Social Studies Education	Instructional Specialist, BOCES K-12 ELA coordinator; Classroom teacher, ELA

Lourdes Elena Roa, Associate faculty	n/a	EDI 628: <i>Methods, Materials and Cultural Perspectives in TESOL/Biling ual Education</i>	MS in Educational Leadership;  MS in Special Education	St. John Fisher University  Fairfield University	Coordinator, bilingual charter school (Eugenio Maria de Hostos); RCSD Executive Director, Department of English Language Learners; NYS professional certificate, SBA/SDA; NYS permanent certificate, special education, elementary education, Spanish & bilingual extension
Rae Lynn McCarthy	n/a	EDI 634: <i>Teaching Reading to Children with Special Needs</i>	C.A.S. in Educational Administration; MSEd. in Reading	College at Brockport, SUNY;  SUNY Geneseo	NYS Permanent certificate, school district administrator; NYS permanent teaching certificate – elementary education, special education & reading; special education teacher, Brockport CSD
Linda Rak, Associate faculty	n/a	EDI 726: <i>Methods and Materials in Literacy Education, B- 6</i>	MSEd, Elementary education	SUNY Fredonia	NYS permanent certification, elementary education, reading, and special education; ELA and special education teacher, Kendall CSD

**New Faculty**

No new faculty are required to implement or sustain the proposed tracks.

**Description of Any Additional Costs**

The current library and ITS resources are sufficient to support the proposed program. No additional costs will be incurred.

.....  
**Attachments:**

- Letter of support from Chair, Education & Human Development
- Letter of support from Chair, Modern Languages & Literatures
- Letter of support from Dean, School of Education & Human Services
- Letter of support from Dean, Graduate School
- Letter of support from Manager of Online Learning Systems
- Letter of support from Executive Director of Special Sessions & Programs
- Letter of support from Director, Drake Memorial Library / LITS
- Letter of support from Monroe #1 BOCES
- Letter of support from Monroe 2-Orleans BOCES

**To: College Senate Graduate Committee**

**From: Sue Robb, Interim Chair, Education and Human Development**



**RE: Support for Online MEd and Certification Only Programs in TESOL**

**Date: February 23, 2015**

**I write to offer my full and enthusiastic support for EHD's proposed online 30-credit MEd in TESOL (Teaching English to Speakers of Other Languages) and 18-credit Certification program in TESOL.**

**There is a pronounced shortage of TESOL-certified teachers in New York State and across the nation, at a time when the demand for such teachers continues to grow. In recognition of the need to provide high quality education for the growing numbers of English Language Learners (ELLs), the New York State Department of Education has issued new regulations that will lead to an increase in the numbers of TESOL-certified teachers in districts across the state. The programs proposed here will address that need in the following ways:**

- **Provide pathways for both initial and professional certification in TESOL;**
- **Build on existing coursework that is part of the Bilingual and Literacy Education B-12 programs already offered by the College;**
- **Meet the needs of students who need to earn a masters degree to obtain professional certification, as well as students who already hold a masters degree but wish to add TESOL certification;**
- **Will be delivered in a fully online format—the only such program offered by a SUNY campus, allowing the College to market the program across the state; and**
- **The programs require no additional resources.**

**My colleagues in the Department of Education and Human Development have expertise in TESOL and in delivering online instruction. The Learning Systems Team within LITS has indicated their support and readiness to support these new programs. I am excited about this opportunity to grow our graduate enrollments while meeting an important need for P-12 schools in our state.**



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**Department of Modern Languages and Cultures**

TO: Graduate Curriculum and Policies Committee  
FROM: Andrea Parada, Chair – Modern Languages and Cultures *A* *R*  
RE: MSED in TESOL – MS in Bilingual Education Revisions  
DATE February 23, 2015

Dear Members of the Committee:

I fully support the MSED in TESOL proposed by Department of Education and Human Development. The inclusion of 12 credits of a foreign language as a requirement for admission underscores the importance of the study of foreign language in the preparation of our future TESOL teachers. This requirement could also prove beneficial to our department since MSED in TESOL candidates could take our beginning and intermediate level courses in Arabic, Chinese, French and Spanish before applying to their graduate degree.

I have also reviewed the proposed change to the MSED in Bilingual Education and support the reduction in credits required for completion of the program from 33 credits to 30.

Please do not hesitate to contact me if you have any questions about this proposal.



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK  
**School of Education and Human Services**

February 4, 2015

To Whom It May Concern:

I am writing this letter in support of the proposed new programs in Education and Human Development. These new programs will be delivered in an online format and include 30-credit Master of Science in Education degree program, an 18-credit Certification-Only program, and a 15-credit Intensive Teacher Institute (ITI) in Teaching English to Speakers of Other Languages (TESOL). The Department has my support for these programs which includes the following:

- Streamlined, yet rigorous programs
- An online delivery modality which allows the department to deliver the programs across the state

These proposed programs require no additional resources and has my full support.

Sincerely,

Douglas M. Scheidt, Dean  
School of Education & Human Services



To: Graduate Curriculum Committee  
College Senate

From: James Spiller, Dean  
The Graduate School

Date: February 24, 2015

I am happy to include this brief letter of support for the proposed new 30 credit MEd, 18 credit certification - only, and 15-credit Intensive Teacher Institute in Teaching English to Speakers of Other Languages (TESOL).

These proposed graduate offerings are designed to train professionals in a field with substantial career opportunity. These offerings would tap into instructional resources already evident at Brockport and complement, but not replace, current MEd and certification-only programs in Bilingual Education. The TESOL offerings have the potential to attract enrollment well beyond that of the Bilingual Education program; TESOL students would also fill (online) seats and thereby vitalize enrollment in many of the graduate courses associated with the Bilingual Education program.

Thank you for your consideration.



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**Office of Information Technology**

TO: Dr. Sue Robb, Interim Chair and Associate Professor,  
Department of Education and Human Development

CC: Mr. Jeffrey S. Smith, Interim Associate Provost and CIO

FROM: Brendan Post, Manager of Online Learning Systems

DATE: February 10, 2015

RE: IT Support for the online delivery of the MEd and TESOL Programs

On behalf of the Learning Systems Team within Library, Information and Technology Services (LITS), we would like to express our support and technology readiness for the creation of the MEd and TESOL programs to be delivered fully online. We've been actively working with similar programs such as the MALS program since fall 2010 and are experienced with providing support to the faculty and students participating in these types of programs.

With the combination of a robust Learning Systems Team that supports Blackboard and the expansion of our Help Desk services to providing a phone center that is available 24/7, we believe we are well positioned to support these new programs and any growth in enrollments. We also believe this positions our department to strategically support both College and SUNY initiatives related to online learning.

Please accept this letter as an indication of our support and readiness to meet the technological needs of the faculty and students of the online MEd and TESOL Programs.





The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

February 23, 2015

*Office of Special Sessions & Programs*

To Whom It May Concern:

It is my distinct pleasure to submit this letter of support for the proposed online TESOL program, including 30-credit MEd., 18-credit Certification, and 15-credit Intensive Teacher Institute (IT) tracks, as proposed by the Department of Education and Human Development (EHD). Well ahead of many of our colleagues in SUNY and responding proactively to education job-market trending, as well as the precipitous decline in graduate enrollments throughout the state, the department's proposal is innovative, rigorous, and "spot on" in continuing the College's tradition of providing pertinent, accessible, and rigorous graduate programs.

As the Academic Coordinator for Brockport's distance education programs, I can attest to the quality of our online instructors and their relevant course content, our above average student retention rates (consistently exceeding 90% by course), and the support systems in place ensuring our online students and faculty are well served, including:

- 24-7 Help Desk support, including online course ticket escalation protocols
- IT&C-hosted Blackboard Learning Management System
- In-house Instructional Design Specialist
- Learning Systems Support Team dedicated to online instruction and technologies
- Extensive Datab Library resources for online research and learning, included embedded librarian availability for online courses
- On-going investment by LITS in technologies specifically for online teaching and learning
- Student Learning Center Remote Writing Tutoring services
- Blackboard training throughout the semester
- CELT events addressing best practices in online teaching and learning
- Campus representation on FACT2
- Support for faculty attendance at online teaching conferences and workshops
- Online/Hybrid Support Team
- Online-Hybrid Education Taskforce, as charged by the Provost.

Across campus, our online faculty are well supported and our students are successful and engaged in continuing their educational pursuits in what is now an established, high-demand, and legitimate instructional venue.

From an enrollment management perspective, EHD is a front-runner in responding to increased student demand for online degree programs, referenced in the College of 2020: Students report and Chancellor Zimpher's 2015 State of the University address, and aligned with her Open SUNY strategic goals. This degree will have wide appeal to our own alumni (retaining them as Brockport graduate students), and to prospective students within the region and entire state. Students have been "voting with their feet" to attend private colleges' master's programs offered in alternative (often accelerated) delivery venues, accommodating the convenience they seek. Now students will "vote with the click of a button" to choose Brockport's online programs in TESOL.

In an era of declining graduate enrollments and increasingly diverse societal demographics, these proposed programs are a sustainable, relevant solution to providing high-need programs to benefit students, their respective school districts, and the College. EHD is embracing education where it has currently evolved and where it is certainly headed in the future. Please give this program proposal your utmost support. Thank you.

Sincerely,

Karen Schelle-Williams, PhD, Executive Director



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

## **Drake Memorial Library**

Dr. Sue Robb, Interim Chair and Associate Dean,  
Department of Education and Human Development

The College at Brockport  
State University of New York  
278 Brown Building  
350 New Campus Drive  
Brockport, NY 14420

February 17, 2015

Dear Sue,

Drake Memorial Library strongly supports the proposal for the online MSED and certification-only programs in TESOL (Teaching English to Speakers of Other Languages). The program will provide additional needed pathways for students seeking a degree. No new resources in Drake Library are required at this time, although it is noted that the library and EDI will need to work to ensure sufficient online materials related to the TESOL literature and resources are available as the program grows. Similarly, the demand for delivery of print materials (e.g., Interlibrary Loan) is not expected to be extensive, but will be monitored for possible impact. We wish the program every success moving forward.

Sincerely,

Mary Jo Orzech, MLS, PhD.  
Director, Drake Memorial Library  
Library and Information Technology Services

**MONROE #1 BOARD OF COOPERATIVE EDUCATIONAL SERVICES**

**Daniel T. White**  
*District Superintendent*



February 3, 2015

Diane Maurer  
Director of Field Experience and Certification  
Professional Education Unit  
The College at Brockport, State University of New York  
350 New Campus Drive  
Brockport, New York 14420

Diane,

I am writing to express my strong support for SUNY Brockport's proposed Master of Science in Education: TESOL and well as the certification only program for TESOL.

The changes in the Part 154 Requirements in New York State will result in an increase in service for many English Language Learners, and almost immediately, require more highly qualified, and appropriately certificated, individuals to provide the service. Nearly all of my component districts are projecting a need to significantly increase their ESOL faculty. I see the proposed programs by SUNY Brockport as vital to meeting the needs of both students and school districts.

If I can provide more information on the projected needs of my component districts, or of how the Part 154 changes will affect school districts in general, please do not hesitate to contact me.

Sincerely,

Daniel T. White  
District Superintendent



**Monroe 2-Orleans  
Board of Cooperative Educational Services**

**Jo Anne L. Antonacci, District Superintendent**

Tel: (985) 252-2110  
Fax: (985) 252-2442

February 18, 2015

**Ms. Diane Maurer  
Director of Field Experience and Certification  
Professional Education Unit  
The College at Brockport, State University of New York  
350 New Campus Drive  
Brockport, NY 14420**

Dear Ms. Maurer,

Monroe 2-Orleans Board of Cooperative Educational Services is pleased to support the efforts of The College of Brockport in its development of two TESOL programs. Monroe 2-Orleans BOCES has reviewed the TESOL programs and feels the programs would be an asset to the Mid-West region, which is comprised of 67 districts (urban, suburban and rural). All districts in the region report English language learners, requiring English as New Language program in each district, staffed by certified ESOL teachers. Many of the 43 rural districts are not able to secure certified staff, placing them out of compliance and students in jeopardy.

In addition, the amended CR Part 154 regulations will require the development and staffing of bilingual programs in several districts. At this time, there are not sufficient numbers of certified teachers, counselors, or special education teachers with bilingual education certification required for current programs. The College of Brockport's TESOL and Bilingual Extension programs will fulfill this need and allow districts to better serve their students.

Monroe 2-Orleans BOCES strongly supports SUNY Brockport's efforts to establish and expand their ESOL and bilingual certification programs.

Sincerely,

**Jo Anne L. Antonacci  
District Superintendent  
Monroe 2-Orleans BOCES**