Program Proposal
The College of Staten Island
Master’s of TESOL

COLLEGE: The College of Staten Island
The City University of New York

PROGRAM TITLE: TESOL

DEGREE: Master’s of TESOL

DEPARTMENT: Education

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Provost’s Signature_____________________________________________________

Provost’s Name________________________________________________________
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Abstract

The Education Department of the College of Staten Island (CSI) proposes the development of a Master’s program and Advanced Certificate in Teaching of English to Speakers of other Languages (TESOL), Pre-K - 12. This proposal is made in response to recent increases in immigrant populations in Staten Island schools and a resultant need for well-prepared and appropriately certified ESL teachers. Further, we are responding to high levels of interest expressed by current CSI Education Department students and administrators of Staten Island and Brooklyn districts and schools. The establishment of this program will serve the needs of the community, while at the same time responding to favorable market forces. It will also provide the Department with a timely and much needed increase in enrollment. This will be the only Master’s of TESOL program offered entirely on Staten Island. The program’s courses are designed to meet and exceed NYS TESOL certification requirements. Teacher candidates will be well-prepared to be highly competent teachers as well as thoughtful and culturally sensitive professionals. Multiple methods of evaluation will be employed to monitor program quality and guide program improvement. The creation of this Master’s program is aligned with the CSI Strategic Plan, *Many Voices, One Vision* (2011-2016). It recommends developing new degree programs, expanding our leadership role in teacher education, and providing service to the community. Additionally, former Chancellor Goldstein has encouraged CUNY colleges to develop more Master’s level programs that result in employment, meeting both student and employer needs.
1. Introduction

The proposed Teaching of English to Speakers of other Languages (TESOL) Master’s level program will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program will lead to New York State TESOL PreK-12 teacher certification. It will provide two pathways to NYS TESOL certification. Teacher candidates with initial teaching certification will be able to attain professional certification by completing a Masters in TESOL and those who have already completed an education Masters will be able to qualify for an extension certificate in TESOL by completing the six courses in the Advanced Certificate program.

2. Purpose and Goals

With the purpose of better serving the communities on Staten Island and in Brooklyn, the School of Education at the College of Staten Island proposes the development of a Master’s level TESOL program that will lead to NYS TESOL PreK-12 certification, while preparing teacher candidates to be highly qualified in the instruction of English as a second language (ESL) in public and private schools.

In alignment with Section 207 of NYS Education Law 80-2.10, the goals of the proposed program are to prepare teacher candidates to:
- create productive learning environments for students whose native language is not English;
- plan and execute instructional activities;
- monitor and assess student learning;
- address the particular developmental and educational needs of prekindergarten, elementary and secondary school students;
- collaborate effectively with co-workers;
- communicate, plan, and work effectively with children’s families;
- use community resources, programs, and services appropriately; and
- work effectively with students in a multicultural society, students with disabilities, students of all genders and sexual orientations, and gifted and talented students.

Towards realizing these goals, the proposed program will enable candidates to develop:
- deep understanding of, appreciation for, and sensitivity to multiple cultural perspectives;
- nuanced understanding of the sociocultural and historical contexts that inform the lives of ELLs and their families;
- mastery of theory and practice of ESL and multilingual/multicultural education;
- mastery of theory of second language acquisition;
- sophisticated knowledge of research on language pedagogy;
- mastery of the structure of the English language; and
- mastery of linguistics as the study relates to the teaching of English to speakers of other languages.

3. Rationale

Staten Island has nearly half a million residents and is part of one of the most important and diverse cities in the world. As with all communities in a time of recession and high unemployment, social problems abound. Like most urban areas, Staten Island also has many assets. What is most remarkable about Staten Island at this juncture is its unequalled growth in population. In the period from 2000 to 2009 the population increased by 10.8% as compared with a 3% increase in New York State. In terms of race and ethnicity, Staten Island boasts the most rapidly diversifying population of the five boroughs.
Staten Island has experienced an enormous influx of new immigrants who speak a wealth of primary languages. The borough is home to refugees escaping civil war and political oppression, as well as immigrants seeking relief from economic hardship or greater opportunity. Chinese, Haitians, Koreans, Mexicans, Nigerians, Pakistanis, Poles, and Russians all have substantial vibrant communities in the borough. Staten Island claims one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population of the borough has risen to 8.3%, and the Latino population to 17.3% (U.S. Census, 2010). While these newcomers bring with them cultural diversity that has enriched the community, they also need resources that will assist them to thrive in their new home community. High in priority are appropriate educational services that address the linguistic needs of their children.

The rapid rise in Staten Island’s immigrant population has not surprisingly been accompanied by an exponential increase in ELL populations in Staten Island’s public schools. This growth is evident in the schools with which we will partner—PS 20 and IS 61— which are microcosms of the demographic trends on the Island. PS 20, a school with 510 students and a largely bilingual (English and Spanish) staff, continues to draw its students from the large and growing population of Mexican-Americans immigrating to Staten Island. Nearly 75% of PS 20’s students are Asian or Latino. In addition, more than 90% of PS 20’s students are eligible for free or reduced-cost lunch (signifying low-income students) and 40% of the students at the school are classified as Limited English Proficient. Similarly, IS 61 has a student body of 1,289, of which 44% are Asian or Latino, 66% are eligible for free or reduced-cost lunch, and 7% are classified as ELLs. In the last year alone, the percentage of ELLs in each school has risen by two points, with that figure expected to continue to increase further over the next few years.

The substantial growth in the ELL populations in Staten Island’s schools has created a sense of urgency about the need for teachers able to educate ELL students, letters of support from local schools attest to this need (Appendix E). There is now a significant need on Staten Island for TESOL certified public school teachers as well as a more general demand for professional development for all teachers to familiarize themselves with the ethnic backgrounds, cultures, and traditions of these new students and their families. Many of the borough’s schools have strong standardized test scores, but Staten Island has been listed as a district in need of improvement, especially in the education of ELL students. At IS 61, for example, none of its 6th grade ELL students reached the proficient level in either English Language Arts or Mathematics in 2011-2012 nor did they reach the state targets for adequate yearly progress (AYP). PS 20 students have fared somewhat better on state exams overall but still demonstrated severe needs. They made adequate yearly progress in Mathematics, in which 12 out of 30 third graders demonstrated proficiency. They did not make adequate yearly progress in English Language Arts, in which 11 of the third graders remained below basic proficiency levels. These schools are strong in many ways, but success with these students remains elusive, and a strong cadre of well-prepared teachers desirous of working with ELLs is a prerequisite for future progress.

In order to acquire a more inclusive picture of the need for ESL teachers in Staten Island’s schools and a sense of the level of enthusiasm with which a TESOL program would be met by school administrators, E-mail surveys were sent to principals and assistant principals at 52 (34 elementary, 3 middle, and 14 high schools) of the 74 public schools on Staten Island. The survey included the following questions (Appendix A):

1. Do you feel that you have enough ESL teachers?
2. What do you project your needs for ESL teachers will be in the future?
3. Do you see a need for an ESL teacher preparation program at CSI?

Twenty-two schools replied (11 elementary, 3 middle, and 6 high (Appendix B)). Generally, the responses were positive. Of the 22 responses to the first question, eight reported that they currently need ESL teachers, 13 did not, and one did not respond to the question. To the second question, 19
administrators responded that they saw a need for ESL teachers in the future, one did not, and two did not respond to this question. To the third question, as to whether a TESOL program at CSI would be well received, 19 responded in a range between enthusiastic and somewhat positive. Only one responded negatively and two did not respond to the question. Based on this small but representative sample, it can be said with some certainty that a TESOL program at CSI would fill a demonstrable need and be met with an overwhelmingly positive response from the administrators in the Staten Island schools.

The College of Staten Island serves the entire City of New York. In teacher education, many of its graduates live in and/or find employment in the other boroughs, predominantly Brooklyn. Since 2005, of its more than 1,200 education program completers placed in teaching or administrative positions with the NYC Department of Education, 38% work in Brooklyn. While the need for qualified ELL teachers in the schools on Staten Island is growing, Brooklyn schools in proximity to the Verrazano Bridge already have extremely high numbers of ELL students. The population of ELLs in Brooklyn is 41,951 students, which constitutes 13.4% of the student population. In addition, District 20—the most proximate to Staten Island—has the second-highest number of ELLs in all of New York City. A breakdown of the districts that include Staten Island and the adjacent Brooklyn districts highlights the number of ELL students (as of the 2010-2011 school year):

<table>
<thead>
<tr>
<th>District</th>
<th>Number of ELL students</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 31 (Staten Island)</td>
<td>3,485</td>
</tr>
<tr>
<td>District 20 (Brooklyn)</td>
<td>12,143</td>
</tr>
<tr>
<td>District 21 (Brooklyn)</td>
<td>5,796</td>
</tr>
<tr>
<td>District 22 (Brooklyn)</td>
<td>3,781</td>
</tr>
</tbody>
</table>

As a result of the high number of ELL students city wide, the Department of Education has continued to hire childhood education teachers with certification in ESL (and special education) even as it established a hiring freeze for all other categories of childhood education. This hiring freeze has now been in place for five years, but in the last two years alone, the city has hired nearly 500 new teachers to work with ELL students. Projections for future TESOL teaching jobs are less precise but no less encouraging. The New York State Department of Labor does not isolate TESOL instructors in its data, but it expects a 9.2% growth rate between 2008 and 2018 in the two job categories that include them. Staten Island residents also can look to nearby counties in New Jersey to seek employment, such as in Union, Hudson, and Middlesex counties. Of the seven model programs for Bilingual / ESL in New Jersey, four are in Union and Hudson counties (Linden Public Schools, Roselle Public Schools, Perth Amboy Public Schools, and West New York Public Schools). Furthermore, a number of the towns within these counties have an ELL student population in excess of 20% of the total student population (including Elizabeth, Jersey City, Perth Amboy, each of which is almost immediately accessible by one of the three bridges linking Staten Island to New Jersey). With New Jersey offering reciprocity of teaching certificates with New York, our students would also have the ability to apply for teaching positions in our neighboring state in areas within a reasonable commuting distance of Staten Island. Looking further afield from NY and NJ, NY has reciprocity for teaching certificates with over 30 states in the U.S., making a NYS teaching certificate valuable for those students who leave the state.

2 State of New York Department of Labor, [http://www.labor.ny.gov/stats/demand.asp](http://www.labor.ny.gov/stats/demand.asp). K-12 TESOL instructors are included in the category “Teachers and Instructors, All Other” (25-3099), from which 480 teacher hires are expected annually. Given that early childhood, elementary, secondary and special education teachers are not included in that category, a conservative estimate that 33% of those hires will be in TESOL will yield 160 new positions annually.
The city and metropolitan area clearly need an infusion of appropriately trained and certified teachers in the area of ESL. Unfortunately teacher candidates on Staten Island who would respond to this need are ill-served. At present there is no institution of higher education located on Staten Island that offers an affordable Master's in TESOL that can be completed on the island. Wagner College does not offer a TESOL program. St. John's University's Staten Island campus offers an Advanced Certificate in TESOL and 48-credit programs that join TESOL with other certifications (Literacy, Childhood Education) but not a stand-alone Master's degree in TESOL. Of course not only are these dual certification programs much longer than the single certification TESOL program CSI intends to launch, but per credit tuition at St. John's is nearly three times higher than that at CSI. A dual certification program is attractive for some students, and CSI will serve them by offering the Advanced Certificate in TESOL that, coupled with a Master's degree in childhood or special education, will result in certification in two areas. Touro College offers a TESOL program but most of the courses, which cost nearly 30% more per credit, cannot be taken on Staten Island. Due to the island's geography, Staten Islanders tend to seek the majority of needed services within the borough and rely heavily on local institutions. The high costs of bridge tolls linking Staten Island to Brooklyn and New Jersey and the lack of subway access is another reason why residents would prefer to avoid programs outside of the borough. The School of Education at CSI proposes to respond to these insufficient educational opportunities by offering a Master's in TESOL program. As the only public higher education institution on Staten Island, it is vital that we fulfill this educational need. The competitive advantage afforded CSI by this lack of viable competing programs is, of course, strengthened further by its fine reputation as a quality public institution.

The creation of this Master's program is aligned with the CSI Strategic Plan, *Many Voices, One Vision* (2011-2016). A program in TESOL will specifically meet the Strategic Direction 1C, which aims to "strengthen current and develop new programs to attract and retain students." While many undergraduate teacher education program graduates stay with us for graduate study, a large number go elsewhere to institutions with a wider range of teaching degrees. A TESOL program will help the college to retain more of its own students as well as attract new ones (see following section). A program in TESOL will also help the College reach Strategic Direction 4E, which aims to "develop programs and activities that will attract and support a diverse campus population." The TESOL program will likely attract a greater array of linguistically diverse students than do our current programs in elementary and secondary education.

For all these reasons, CSI is uniquely situated to extend its current teacher education programs to include a Master's degree and Advanced Certificate in TESOL. Geographic features of and demographic changes on Staten Island and in adjacent Brooklyn and New Jersey districts, market gaps and opportunities on the Island, and need and interest expressed by local schools and by our current student body (see below) all provide a compelling argument for the establishment of a Master's of TESOL program at CSI.

### 4. Student Interest/Enrollment

We anticipate a strong student demand for this program. This expectation is predicated on the rationale offered above—that many teacher candidates and current teachers will wish to be qualified to teach ELLs in Staten Island, Brooklyn, and—by means of reciprocal certification—New Jersey. To explore this potential interest in enrollment, the Education Department conducted an informal poll of its present graduate and undergraduate students (Appendix C). Undergraduate students were asked if they would be interested in pursuing a Master of TESOL at CSI and graduate students were asked if they would be interested in a NYS extension certificate in TESOL. The results of the polling provide strong evidence of student interest in a potential TESOL program. Forty-five percent of the undergraduate students (n=162)
surveyed expressed interest in pursuing a Master of TESOL and 57% of surveyed graduate students (n=156) indicated interest in pursuing an extension certificate.

Our anticipation of robust enrollment is equally grounded in the number of students we know are available to pursue this program at CSI but have gone elsewhere for graduate study. In 2007, to use a typical year, 94 out of the 298 (32%) students enrolled in our undergraduate education courses returned to CSI to attend graduate programs in Education. Of those who didn’t return, many never completed the undergraduate education sequence, some did so elsewhere, and some chose to enter a different field upon graduation. Nonetheless 103 students from that year did earn initial certification but still did not attend graduate school in education at CSI. More than any others, these are the students we expect to attract for graduate study in TESOL.

The most recent data we have on our undergraduate students still suggest that the right program will attract students. In 2011 the overall pool of undergraduate education students had shrunk to 190 and the percentage who returned to CSI to attend graduate programs in Education had fallen to 21%. Both of these declines demonstrate the adverse impact of the economic downturn and concomitant DOE hiring restrictions, and we believe that both will be arrested by the program in TESOL. Graduate students who have increasingly gone elsewhere for an education degree in a marketable field will now have a new saleable option to remain at CSI that is unavailable elsewhere on the island. Undergraduate students who in recent years have been frightened off from pursuing education by the hostile job market in New York may reconsider since an undergraduate education program topped off by the TESOL M.A. will offer a brighter path to employment. In any event, the teaching job market will not be permanently ill and CSI will be well positioned with another viable M.A. program to offer students when it recovers.

For those students who still elect to pursue a Master’s degree in a different field of education, the department has created the advanced certificate in TESOL. The continued attractiveness of certification in TESOL in a tight job market coupled with the salary incentive from earning 30 credits beyond a Master’s degree provides students with a steady rationale for pursuing such a certificate. Graduate programs in education enrolled nearly 500 students in 2012, some of whom will no doubt transfer to the M.A. program in TESOL. If just 5% of the rest pursue the advanced certificate (a conservative estimate given the polling data cited above), then the certificate program will surpass its enrollment estimates (see Table 1).

A tertiary source for students may come from the closest M.A. TESOL program within CUNY: Hunter College. Ten percent of Hunter’s approximately 230 TESOL students commute from Staten Island. Many of these may work in Manhattan or are pursuing TESOL for their initial certification, but a few are likely transfer to CSI. In the future, CSI will attract some applicants from this pool currently drawn to Hunter, perhaps 5-10 a year.

Finally, the College is likely to attract a few students from the areas of New Jersey from which Staten Island is easily accessible. There are three major New Jersey institutions of higher education with which CSI’s TESOL’s program would like compete. New Jersey City University does not offer TESOL at this time. Kean University offers TESOL and charges $728 per credit. Monmouth University offers a certificate in TESOL (its M.A. program is part of a five-year B.A./M.A. program) and charges $963 per graduate credit. It’s reasonable to expect one or two students from New Jersey will discover that CSI is cheaper ($710 per graduate credit for out of state tuition), closer, or both.

Given all of these pools of potential students, the College anticipates initially admitting 30 Master’s-level students to the TESOL program in the fall 2014 semester. The program will expand to 40 new students by the 2017-2018 academic year. This 33% growth rate appears reasonable given the surge in enrollment Hunter has experienced in its TESOL program, which enrolled 145 students in 2008
and 231 in 2012, a 60% growth rate over four years. There will of course be some attrition in the program, and the College expects that figure to be three students per year, with an increase to four students per year as the entry cohort expands to 40. In addition to the full-time students in the program, healthy numbers of students wishing to complete the one-year certificate program are expected. It is conservatively projected that there will initially be ten students seeking to extend their certification to TESOL enrolled in the certificate program, increasing to fifteen students by the 2017-2018 academic year. These students will take courses that are all part of the M.A. program, and thus enhance enrollments in each class offered. By 2018-2019 total enrollment will reach its maximum level of 87 students. The five-year projected enrollment (2014-2019) is shown on Table 1, below.

<table>
<thead>
<tr>
<th>Year</th>
<th>New M.A. Students</th>
<th>New Extension Certificate Seekers</th>
<th>Attrition (M.A. Students only)</th>
<th>Students Continuing in Major</th>
<th>Total Students Enrolled</th>
<th>Completing Extension Seekers</th>
<th>Program Graduates</th>
<th>Cumulative Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>30</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>37</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015-2016</td>
<td>35</td>
<td>10</td>
<td>3</td>
<td>27</td>
<td>69</td>
<td>10</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>2016-2017</td>
<td>35</td>
<td>12</td>
<td>3</td>
<td>32</td>
<td>76</td>
<td>12</td>
<td>32</td>
<td>59</td>
</tr>
<tr>
<td>2017-2018</td>
<td>40</td>
<td>15</td>
<td>4</td>
<td>32</td>
<td>83</td>
<td>15</td>
<td>32</td>
<td>91</td>
</tr>
<tr>
<td>2018-2019</td>
<td>40</td>
<td>15</td>
<td>4</td>
<td>36</td>
<td>87</td>
<td>15</td>
<td>36</td>
<td>127</td>
</tr>
</tbody>
</table>

5. Admissions Requirements

This program prepares students to teach children and adolescents for whom English is a secondary language.

Candidates must complete the courses required for a New York State initial certificate in early childhood, childhood or adolescence education or its equivalent from another state. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must also have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration, and an overall grade point (GPA) at or above 3.0 (B).

Candidates with GPAs below 3.0 but above 2.5 may submit a letter to the program coordinator; however, such appeals will be granted only under extraordinary circumstances. Candidates appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts or sciences courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B). Candidates must have completed at least 12 semester hours of a language other than English.

International candidates must hold a credential that we evaluate to be comparable to a four-year bachelor's degree from a regionally accredited university or college in the United States. Official documents must be issued by the degree-granting institution.

International students must have full command of academic English at the graduate level in order to be successful throughout their studies. All applicants from non-English speaking countries are
required to take an English proficiency examination and meet minimum scores set by CSI in order to be considered for admission. The Test of English as a Foreign Language (TOEFL), Pearson Test of English, International English Language Testing System (IELTS) exams can be used to meet this requirement.

Applications are accepted for fall and spring semesters. All applications must include two academic or professional letters of recommendation, a one- or two page personal statement that discusses the academic, teaching, and/or work experiences that have led them and prepared the applicant to pursue graduate study in education. All applicants must complete the graduate application form and participate in an individual interview.

6. Program of Courses (36 credit hours M.A; 21 credit hours Advanced Certificate)

The program of courses for the proposed Master's degree and advanced certificate is guided by the NYSED TESOL certification requirements and the TESOL International Association standards and will require the development of several new courses. Completion of the Master’s program will require a total of 36 credit hours. Completion of the Advanced Certificate will require a total of 21 credit hours.

The M.A. program is composed of 12 required courses, seven of which (EDL courses) will be new courses developed specifically for this program. All new courses will have received governance approval within the College’s governance structure. Each course is designed specifically to fulfill the knowledge and skill requirements mandated by the State’s regulations, as enumerated below:

An approved program is one which prepares the teacher to create a productive learning environment for students whose native language is not English:

1. to plan and execute instructional activities;
2. to monitor and assess student learning;
3. to address the special developmental and educational needs of prekindergarten, elementary and secondary school students;
4. to collaborate effectively with co-workers; to communicate, plan, and work effectively with children’s families; to use community resources, programs, and services appropriately; and
5. to work effectively with students in a multicultural society, students with handicapping conditions, students of both sexes, and gifted and talented students.

The program will assure that the candidate has completed a baccalaureate degree with a concentration in one of the liberal arts or sciences and college-level study in a language other than English;

6. cultural perspectives;
7. theory and practice of bilingual/multicultural education;
8. theory of second language acquisition;
9. language research;
10. structure of the English language; and
11. linguistics as the study relates to the teaching of English to speakers of other languages.

The program will provide

12. special training in the teaching of speaking, reading, writing and communication in English to speakers of other languages, and
13. materials and techniques for teaching English to speakers of other languages through mathematics, science and social studies.
14. college-supervised student teaching in English to speakers of other languages in both the elementary and secondary grades

(Section 207 of NYS Education Law 80-2.10).

The program includes both fieldwork and practica. Fieldwork is course specific time spent in the field for the purpose of completing course assignments. Practica, in which candidates complete 40 days or the equivalent in supervised ESL teaching experiences, occur during a semester at the end of the program. Part of each practicum is spent in a different level educational setting (i.e., elementary and secondary).

The TESOL M.A. program of courses is shown in Table 2 below. The TESOL Advanced Certificate program of courses is shown in Table 3 below. Tables 2 and 3 also indicate which NYSED TESOL mandated knowledge and skills and TESOL International Association standards are addressed in each course.

### Table 2: Program of Courses for the M.A. in TESOL

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Number of Credits/Hrs.</th>
<th>Fieldwork Hours</th>
<th>NY State Mandated Knowledge and Skills</th>
<th>TESOL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 624</td>
<td>Multicultural/Multiethnic Foundations of Education</td>
<td></td>
<td>3/3</td>
<td>20 hrs.</td>
<td>Standards: 4, 5, 6, 7</td>
<td>2a, 2d, 2e</td>
</tr>
<tr>
<td>EDD 612</td>
<td>Sociocultural Development</td>
<td></td>
<td>3/3</td>
<td></td>
<td>Standards: 3, 5, 6</td>
<td></td>
</tr>
<tr>
<td>EDL 601</td>
<td>Bilingualism and Second Language Acquisition: Theory and Research</td>
<td></td>
<td>3/3</td>
<td>10 hrs.</td>
<td>Standards: 7, 8, 9</td>
<td>1b, 5a, 5b</td>
</tr>
<tr>
<td>EDL 602</td>
<td>Linguistics for Teachers</td>
<td></td>
<td>3/3</td>
<td>10 hrs.</td>
<td>Standards: 9, 10, 11</td>
<td>1a1, 1a2</td>
</tr>
<tr>
<td>EDL 603</td>
<td>Methods of Teaching TESOL PreK-12</td>
<td></td>
<td>3/3</td>
<td>20 hrs.</td>
<td>Standards: 7, 12, 13</td>
<td>3a, 3b, 3c, 4c</td>
</tr>
<tr>
<td>EDL 604</td>
<td>Emergent Literacy for English Language Learners for PreK-12</td>
<td></td>
<td>3/3</td>
<td>15 hrs.</td>
<td>Standard: 1, 2, 13</td>
<td>1a, 3a, 3c, 5b</td>
</tr>
<tr>
<td>EDL 605</td>
<td>Content Literacy for English Language Learners PreK-12 (also co-requisite)</td>
<td>EDL 604</td>
<td>3/3</td>
<td>15 hrs.</td>
<td>Standards: 1, 12</td>
<td>3a, 3b, 3c, 5c</td>
</tr>
<tr>
<td>EDL 606</td>
<td>Assessment of Language Learners</td>
<td>EDD 624, EDL 601, EDL 602, EDL 603, EDL 605</td>
<td>3/3</td>
<td>20 hrs.</td>
<td>Standard: 2</td>
<td>4a1, 4a2, 4a3, 4a4, 4a5, 5a1</td>
</tr>
</tbody>
</table>

11
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credits</th>
<th>Hours</th>
<th>Standards</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDP 675</td>
<td>Issues in Bilingualism in Special Education and Inclusive Classrooms</td>
<td>EDL 606 OR EDP 626</td>
<td>3/3</td>
<td>10 hrs.</td>
<td>1, 3, 5, 6</td>
<td>4a4, 4a2, 5a2,</td>
</tr>
<tr>
<td>EDD 630</td>
<td>Educational Seminar I</td>
<td></td>
<td>3/3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDD 631</td>
<td>Educational Seminar II</td>
<td>EDD 630</td>
<td>3/3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
<td>EDD 624, EDD 612, EDL 601, EDL 602, EDL 603, EDL 604, EDL 605, EDL 606</td>
<td>3/3</td>
<td>40 DAYS</td>
<td></td>
<td>3a1, 3a2, 3a3, 3a5</td>
</tr>
</tbody>
</table>

EDL—TESOL Program Courses
EDD—General Education Courses,
EDP—Special Education Courses
Table 3: Program of Courses for the Advanced Certificate in TESOL

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Number of Credits/Hrs.</th>
<th>Field-work Hours</th>
<th>NY State Mandated Knowledge and Skills</th>
<th>TESOL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 624</td>
<td>Multicultural/ Multiethnic Foundations of Education</td>
<td></td>
<td>3/3</td>
<td>20</td>
<td>Standards: 4, 5, 6, 7</td>
<td>2a, 2d, 2e</td>
</tr>
<tr>
<td>EDL 601</td>
<td>Bilingualism and Second Language Acquisition: Theory and Research</td>
<td></td>
<td>3/3</td>
<td>10</td>
<td>Standards: 7, 8, 9</td>
<td>1b, 5a, 5b</td>
</tr>
<tr>
<td>EDL 602</td>
<td>Linguistics for Teachers</td>
<td></td>
<td>3/3</td>
<td>10</td>
<td>Standards: 9, 10, 11</td>
<td>1a1., 1a2</td>
</tr>
<tr>
<td>EDL 603</td>
<td>Methods of Teaching TESOL PreK-12</td>
<td></td>
<td>3/3</td>
<td>20</td>
<td>Standards: 7, 12, 13</td>
<td>3a, 3b, 3c, 4c</td>
</tr>
<tr>
<td>EDL 604</td>
<td>Emergent Literacy for English Language Learners PreK-12</td>
<td></td>
<td>3/3</td>
<td>15</td>
<td>Standard: 1, 2, 13</td>
<td>1a, 3a, 3c, 5b</td>
</tr>
<tr>
<td>EDL 605</td>
<td>Content Literacy for English Language Learners PreK-12</td>
<td>EDL 604 (also co-requisite)</td>
<td>3/3</td>
<td>15</td>
<td>1, 12</td>
<td>3a, 3b, 3c, 5c</td>
</tr>
<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
<td>EDD 624, EDL 601, EDL 602, EDL 603,</td>
<td>3/3</td>
<td>40 days</td>
<td>Standard: 14</td>
<td>4a1, 4a2, 4a3, 4a4, 4a5, 5a1</td>
</tr>
</tbody>
</table>

EDL—TESOL Program Courses
EDD—General Education Courses,

For the Master’s program, course prerequisites and other program requirements will require (with possible exceptions at certain points) that student take courses in the sequence described in Table 4 below. This is a two-year program for students who pursue full-time study, but students may elect to reduce their workload by also taking courses during the winter or summer sessions. Students in the Advanced Certificate program will sit in the same EDL sections as the Master’s students and therefore may have one course prerequisite waived. Certificate students will take courses in a sequence comparable but not identical to the Master’s program as described in Table 5 below. The certificate is a
one-year program, including winter and summer terms, designed for current classroom teachers. Students not interested in winter and summer session courses will take two years to complete it.

Table 4: Typical M.A. Student Program by Semester (Full-time)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One (fall)</td>
<td>Semester Three (fall)</td>
</tr>
<tr>
<td>EDD 624 (3)</td>
<td>EDL 606 (3)</td>
</tr>
<tr>
<td>EDL 601 (3)</td>
<td>EDD 630 (3)</td>
</tr>
<tr>
<td>EDL 602 (3)</td>
<td>EDP 675 (3)</td>
</tr>
<tr>
<td>EDL 603 (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two (spring)</th>
<th>Semester Four (spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 604 (3)</td>
<td>EDD 631 (3)</td>
</tr>
<tr>
<td>EDL 605 (3)</td>
<td>EDL 607 (3)</td>
</tr>
<tr>
<td>EDD 612 (3)</td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Typical M.A. Student Program by Semester (Part-time)

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One (summer)</td>
<td>Semester Five (summer)</td>
</tr>
<tr>
<td>EDD 624 (3)</td>
<td>EDD 612 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two (fall)</th>
<th>Semester Six (fall)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 601 (3)</td>
<td>EDL 606 (3)</td>
</tr>
<tr>
<td>EDL 602 (3)</td>
<td>EDD 630 (3)</td>
</tr>
<tr>
<td>EDL 603 (3)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Three (winter)</th>
<th>Semester Seven (winter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 603 (3)</td>
<td>EDP 675 (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Four (spring)</th>
<th>Semester Eight (spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 604 (3)</td>
<td>EDD 631 (3)</td>
</tr>
<tr>
<td>EDL 605 (3)</td>
<td>EDL 607 (3)</td>
</tr>
</tbody>
</table>

Table 6: Typical Advanced Certificate Student Program by Semester

<table>
<thead>
<tr>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester One (fall)</td>
</tr>
<tr>
<td>EDD 624 (3)</td>
</tr>
<tr>
<td>EDL 601 (3)</td>
</tr>
<tr>
<td>Semester Two (winter)</td>
</tr>
<tr>
<td>EDL 603 (3)</td>
</tr>
<tr>
<td>Semester Three (spring)</td>
</tr>
<tr>
<td>EDL 602 (3)</td>
</tr>
<tr>
<td>EDL 604 (3)</td>
</tr>
<tr>
<td>Semester Four (summer)</td>
</tr>
<tr>
<td>EDL 607 (3)</td>
</tr>
<tr>
<td>EDL 605 (3)</td>
</tr>
</tbody>
</table>
The requirements of the proposed CSI TESOL Master’s program and Advanced Certificate are modeled after established programs at Hunter and Queens Colleges. Also, the curricula of the proposed M.A. program and the Advanced Certificate fall within the range of all CUNY TESOL programs, in the number of courses and the number of credits required for completion (see Tables 6 and 7).

**Table 7: CUNY TESOL M.A. Program Comparison**

<table>
<thead>
<tr>
<th></th>
<th>CSI</th>
<th>CCNY</th>
<th>Lehman</th>
<th>Hunter</th>
<th>Queens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
</tr>
<tr>
<td>Core Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Language Education</td>
<td>3(9)</td>
<td>4(12)</td>
<td>4(12)</td>
<td>3(12)</td>
<td>6(18)</td>
</tr>
<tr>
<td>2. Foundations</td>
<td>2(6)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
</tr>
<tr>
<td>3. Methods and Assessment</td>
<td>4(13)</td>
<td>2(6)</td>
<td>3(9)</td>
<td>3(12)</td>
<td>4(12)</td>
</tr>
<tr>
<td>Research Sequence</td>
<td>2(6)</td>
<td>2(4)</td>
<td>1(3)</td>
<td>2(8) or 1(4) (exam)</td>
<td>1(3)</td>
</tr>
<tr>
<td>Practicum</td>
<td>1(3)</td>
<td>2(4)</td>
<td>2(3)</td>
<td>2(2)</td>
<td>1(3)</td>
</tr>
<tr>
<td></td>
<td>----</td>
<td>+ 1(3)</td>
<td>+ 1(3)</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Totals</td>
<td>12(36)</td>
<td>12(32)</td>
<td>12(33)</td>
<td>10-11(33-37)</td>
<td>13(39)</td>
</tr>
</tbody>
</table>

In addition to the CUNY colleges listed above, the following schools have requirements that are within the range of the proposed CSI program:
- Long Island University: 39-42 credits
- The New School: 30 credits
- Touro College: 33 credits

**Table 8: CUNY and Privates Advanced Certificate in TESOL Program Comparison**

<table>
<thead>
<tr>
<th></th>
<th>CSI</th>
<th>St. Johns</th>
<th>Touro</th>
<th>CCNY</th>
<th>Lehman</th>
<th>Queens</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
<td>Courses (Credits)</td>
</tr>
<tr>
<td>Language Education</td>
<td>2(6)</td>
<td>2(6)</td>
<td>2(6)</td>
<td>3(9)</td>
<td>4(12)</td>
<td>4(12)</td>
</tr>
<tr>
<td>4. Foundations</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
</tr>
<tr>
<td>5. Methods and Assessment</td>
<td>3(9)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>2(6)</td>
<td>3(9)</td>
<td>2(6)</td>
</tr>
<tr>
<td>Practicum*</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(3)</td>
<td>1(2)</td>
<td>2(3)</td>
<td>0(0)</td>
</tr>
<tr>
<td></td>
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<td>----</td>
<td>----</td>
<td>-----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Totals</td>
<td>7(21)</td>
<td>5(15)</td>
<td>5(15)</td>
<td>7(20)</td>
<td>10(27)</td>
<td>7(21)</td>
</tr>
</tbody>
</table>

*In lieu of a separate practicum, Queens College embeds student teaching in its two methods courses.
Course Descriptions

EDD 624—Multicultural Foundations of Bilingual Education
3 hours; 3 credits. Examines culture and ethnicity through historical, sociological, and philosophical foundations and emphasizes the influence of these factors on language acquisition. Includes a minimum of twenty (20) hours community-based field experience.

EDD 612—Sociocultural Development
3 hours; 3 credits. This course examines development during the P-12 years and how it can differ between and within cultural groups. Readings and discussion will focus upon: The role of language in thought and learning; the context of development; and concerns of teachers in urban schools.

EDL 601—Bilingualism and Second Language Acquisition: Theory and Research
3 hours; 3 credits. This course provides candidates with knowledge of first and second language acquisition, including the interaction of a bilingual’s two languages, with implications for the classroom. Candidates will examine research on the cognitive and linguistic achievements of bilingual children and will acquire knowledge about the consequences of bilingualism for children’s cognitive development, school achievement, and linguistic processing. Requires a minimum of ten (10) fieldwork hours.

EDL 602—Linguistics for Teachers
3 hours; 3 credits. This course provides an introduction to language as a system, with a particular focus on teaching English as a second language (ESOL) to students in public schools, Grades PreK-12. Requires a minimum of ten (10) fieldwork hours.

EDL 603—Methods of Teaching TESOL PreK-12
3 hours; 3 credits. Course examines past and present approaches, methods, and techniques for teaching English as a Second Language. Requires a minimum of twenty (20) fieldwork hours.

EDL 604—Emergent Literacy for English Language Learners PreK-12
3 hours; 3 credits. Develops instructional competencies in pre-literacy and emergent approaches for students from culturally and linguistically diverse backgrounds. Connects language development in a second language to phonemic awareness, phonics, spelling, vocabulary development, and comprehension and fluency. Examines reading/writing process and biliteracy; theory and research on literacy; and effective teaching and assessment approaches for English language learners. Requires a minimum of fifteen (15) fieldwork hours.

EDL 605—Content Literacy for English Language Learners PreK-12
3 hours; 3 credits. Focused on research-based instruction for teaching reading and writing in the content areas. Emphasizes similarities and differences between reading and writing in two or more languages, vocabulary development, reading fluency, and strategies for text comprehension. Requires a minimum of fifteen (15) fieldwork hours. Prerequisite: EDL 604

EDL 606—Assessment of Language Learners
3 hours; 3 credits. Examines innovative approaches to assessing language minority students and English language learners. Topics include identification, placement, monitoring of student progress, development of authentic performance-based measures, application of measurement concepts, analysis of assessment instruments, and linking assessment to instruction. Requires a minimum of twenty (20) fieldwork hours. Prerequisites: EDD 624, EDL 601, EDL 602, EDL 603, EDL 604, EDL 605
EDP 675—Issues in Bilingualism in Special Education and Inclusive Classrooms
3 hours; 3 credits. The purpose of this course is to enhance students’ awareness and knowledge of issues relating to cultural pluralism and multilingualism in the field of special education. This course will analyze the needs of individuals with special needs (including exceptionalities and gifted and talented) for which English is not a native language. Topics will include the identification and assessment of English learners with special needs, the validity and reliability of assessments concerning first and second language acquisition, and strategies for the instruction of children from different cultures and with different language experience. Requires minimum of ten (10) fieldwork hours. Prerequisite: EDL 606 or EDP 626

EDD 630—Educational Seminar I
3 hours; 3 credits. Preparation for a student inquiry involving the collection of data on the processes and conditions of learning, including the identification of a topic, problem, or question for study, and the investigation of relevant literature. Students complete a critical literature review and design a project to be executed in EDD 631. Prerequisite: Students must have completed at least 21 credits of the graduate program prior to entry

EDD 631—Educational Seminar II
3 hours; 3 credits. Implementation of a student-initiated inquiry involving the collection of data on the processes or conditions of learning. The seminar serves as a forum to guide and assess students’ progress on their project design from EDD 630. Students submit a formal written document and make an oral presentation, both of which critique relevant literature, analyze research findings, interpret the significance of the project, and consider its implications. Prerequisite: EDD 630

EDL 607—TESOL Supervised Practicum
3 hours; 3 credits. In this course, candidates complete 40 days (approximately one semester) or the equivalent in supervised elementary and secondary ESL teaching experiences. Candidates work with a faculty supervisor, cooperating teachers, and school principals or designees to enhance learning for individual and groups of ELLs. Candidates meet once a week for two hours in a seminar and reflect upon their practicum experiences in terms of application of educational methodologies, concepts, theories, and philosophical perspectives studied in the TESOL program. In this way, the seminar supports candidates as they begin the process of developing their own approaches to teaching and learning and as they explore an ESL teacher’s role in developing educational environments that are safe and nurturing as well as intellectually stimulating and challenging for their students. Prerequisites: EDD 624, EDD 612, EDL 601, EDL 602, EDL 603, EDL 604, EDL 605, EDL 606
7. Faculty

The TESOL faculty is small but growing. One highly qualified and experienced TESOL faculty member was recently hired and she began teaching at CSI in the Fall 2013 semester. She will orchestrate the initial development and implementation of the program. The College has already authorized a second line in TESOL, a search was recently completed, and a second full-time faculty member was hired to start in September 2014. A full complement of 3 three fulltime TESOL faculty will eventually staff the program. Current faculty members are prepared to teach cross-listed courses included in the TESOL sequence (i.e., EDL 602, EDD 624, EDE 612, EDE 630, EDD 631, and EDP 675). Also, by September 2014, six faculty members with linguistics expertise from departments other than Education (three in English, two in World Languages, and one in Psychology) may also be available to participate in the program. Part-time faculty will be engaged to teach classes for which fulltime faculty members are not available. Profiles of faculty qualified to teach these courses are included below and their curriculum vitae may be found in Appendix D.

Faculty Profiles

Rachel Grant attended Howard University at the height of the black power and civil rights movement. She began her career in education as a social studies teacher and literacy specialist in Washington DC. After earning a PhD at the University of Maryland-College Park concentrating in literacy education, she held faculty positions at universities in Maryland, Pennsylvania, and Virginia. Her research interests include application of critical pedagogies focusing on intersections of race, class, culture and gender in first and second language literacies, literacy teacher education, and urban education. Her work has appeared in Reading Research Quarterly, TESOL Quarterly, Linguistics and Education, and Multicultural Perspectives. Her most recent publications are focused on the application of womanist theory in language and literacy teaching and learning within second language and urban communities.

Rebecca Curinga received her PhD in Linguistics from the Graduate Center, the City University of New York. Her research focused on second language acquisition and the contribution of morphological awareness to the development of second language literacy. Other research interests include the role of home language in second language learning, bilingual education, and emergent bilinguals in secondary schools.

Vivian Shulman is an educational psychologist specializing in educational measurement. She is associate professor and deputy chair of the education department at the College of Staten Island, CUNY, and coordinates the graduate programs in elementary education. Her research focuses on the evaluation of professional development programs from the perspective of students, teachers and leaders; the characterization and evaluation of the role of leaders in implementing changes in schools, and the use and evaluation of mixed methods research. Recent work has been published in have both international and national peer-reviewed journals, including the International Journal of Leadership in Education, Education and Urban Society, and The New Educator.

Christopher Hale has spent much of his career as a literacy specialist working with students with learning disabilities and those labeled emotionally disturbed. His years as a teacher allowed him to experience firsthand the challenges faced by special education teachers and to witness the pain and alienation of children who experience the stigma associated with academic failure and disability on a daily basis. Consequently, he is deeply committed to advocating for both groups. He believes that special education teacher candidates deserve to be given the tools to become skilled and knowledgeable professionals, who are prepared to serve the needs of and advocate for their students and their students’ families and who are also capable of critical examination of the ways in which general and special education policies and practices impact their and their students’ lives. His research interests include the stigma experienced by children with disabilities who experience academic failure and suffer isolation and
alienation due to their participation in special education, the beliefs, understandings, and dispositions, relative to disability and special education, of special education teacher candidates, and the ways in which parenting, social class, and disability interact in our society.

**Liqing Tao** earned his Master’s in English and American literatures from Fudan University, and his PhD in reading education from University of Georgia. He previously taught English as a foreign language at Fudan University and Zhejiang University in China. As a university professor of reading education, he has worked with teachers in public schools on literacy issues in several regions across the US. His research focuses on literacy acquisition by young children and ELL learners, technology's influence on literacy acquisition, and ancient Chinese literacy practices and theories. He believes that literacy acquisition occurs both as a result of functional application and a developed insight into the language-specific features of literacy.

**Kenneth Gold** is an Associate Professor of Education at CSI, Associate Professor of Urban Education at the CUNY Graduate Center, and is currently serving as the Interim Dean for the School of Education. He teaches the social foundations of education, the history of American education and American history to students preparing to become teachers as well as to practicing teachers. He is the author of School’s In: The History of Summer Education in American Public Schools, (2002) co-editor of Discovering Staten Island: A 350th Commemorative History (2011) and is currently working on The Forgotten Borough, a history of Staten Island and its relationship with New York City in the twentieth century. Professor Gold holds a PhD in History from the University of Michigan.

**Greg Seals** is an Associate Professor in Social Foundations of Education with an emphasis in Philosophy of Education. His main areas of scholarship are the theory of schooling, the metaphysics of education, school desegregation, multicultural education, and improvement of classroom practice. His research agenda is guided by John Dewey’s observation that the idea of theoretical work is not to make theory practical, but to make practice intelligent. In addition to his own scholarly endeavors, Professor Seals serves as a member of the review boards for two journals: Educational Theory and Intercultural Education.

**David Kritt** has taught psychological foundations of education and graduate courses on adolescent development, the social impact of technology, and the cultural context of thinking and learning. His current scholarly work focuses on the cultural context of development as it relates to both school and the larger society. Ongoing work focuses on the formative influence of culture and technology on individuals. His research on critical analyses of standardized testing of young urban children explored issues of diversity in ways that extend one-dimensional characterizations of individual and cultural differences.

**Eleni (Nelly) Tournaki** has taught at the college level for over 20 years. She also currently sits on the Board of Directors of the Lavelle Preparatory Charter School, the first charter school designed to teach students with special needs in inclusive classrooms. Her research has two areas of focus. The first area is mathematics, in which she evaluates strategies and tools (e.g., manipulatives, technology) to improve mathematics achievement for students with and without disabilities. The second area is teacher efficacy and effectiveness. In this area she has examined differences in efficacy between special and general education teachers; the effects of different approaches to graduate level teacher preparation programs on teacher efficacy and effectiveness; the effects of professional development on teacher effectiveness. Her research has been consistently supported by grants from PSC-CUNY.

**Sarah Benesch**’s field is applied linguistics, the application of linguistic theory to pedagogical problems, such as teaching English to non-native speakers. Her sub-specialty is English for academic purposes, the preparation of English language learners for the demands of college literacy. Professor Benesch’s interest in critical pedagogy led her to propose “critical English for academic purposes”, to posit a more visible
and active role for English language learners in responding to and shaping academic life. Professor Benesch has been ESL Coordinator in the CSI English department since 1987.

Fumio Someki was a certified Clinical Psychologist in Japan and on faculty at Hamamatsu University School of Medicine prior to joining the faculty at the School of Education at the College of Staten Island. One of the projects she engaged in was a large-scale cohort study focusing on the early identification of children with autism spectrum disorders (ASD) in Japan, and her ongoing research project includes cross-cultural perspectives of ASD diagnosis and its stigma in society, in collaboration with researchers in Japan. Dr. Someki earned her M.Ed. in School Education from Tokyo Gakugei University and Ph.D. in Educational Psychology from the University of Minnesota. As a former Fulbright Scholar, Dr. Someki stresses the importance of understanding and embracing diverse cultural/ethnic backgrounds to truly understand all students.

Igor Arievitch was doing research and teaching for a number of years at the universities of Moscow (Russia), Leiden (The Netherlands), and Bern (Switzerland) before joining the Department of Education at CSI as full professor in 2001. Dr. Arievitch is a developmental and educational psychologist working within the framework of cultural-historical activity theory. Dr. Arievitch earned his Graduate Diploma (MS) in Developmental and Instructional Psychology and his Ph.D. in Developmental and Instructional Psychology from Moscow State University. His studies focus on the role of teaching and learning in students’ cognitive development and on methods of developmental teaching. In his works he argues that the regularities of cognitive development can be discovered not in the brain processes but in children’s gradual mastery of culturally evolved cognitive tools within socially shared learning activities. Accordingly, at the core of his educational philosophy is the belief that teaching and learning -- if they are properly structured and provide advanced cognitive tools for students’ problem solving -- can affect and even generate students’ cognitive development. This leads to the critical role of the teacher as someone whose mission is not to “stuff” students’ heads with new information but to help them develop their minds. Dr. Arievitch published multiple theoretical works on these issues and delivered several invited key-note addresses at international congresses.
8. Cost Assessment

Overview
Beginning in the academic year 2014-2015, tuition revenue from a Master's of TESOL program will exceed direct program costs. The initial projected rate of enrollment of 30 Masters and 10 certificate students should yield annual revenue of approximately $58,162 in academic year 2014-2015, a figure which already largely compensates for the initial 2013-2014 expenditures for the new full-time hire in TESOL. As the number of students in the program rises modestly and its faculty depletes the reassigned time CUNY awards to new hires, the Master’s and certificate programs should increasingly generate revenue, reaching approximately $294,773 in academic year 2018-2019 and forward. The only dip in net revenue occurs in year three when the program adds a third full time faculty member, which it can easily accommodate financially (see Table 8).

Table 8: Master's of TESOL Program Budget Estimate Worksheet
(in 2013 dollars and tuition rates)

<table>
<thead>
<tr>
<th>Years</th>
<th>Fulltime Faculty Salary Costs</th>
<th>Adjunct Taught Courses</th>
<th>Other Costs</th>
<th>Total Costs</th>
<th>Tuition Revenue</th>
<th>Net Revenue (Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>105,630 (1)</td>
<td>0</td>
<td>$2,895</td>
<td>$102,380</td>
<td>0.00</td>
<td>($102,380)</td>
</tr>
<tr>
<td>2014-15</td>
<td>214,697 (2)</td>
<td>$26,446</td>
<td>$5,895</td>
<td>$247,038</td>
<td>$305,200</td>
<td>$58,162</td>
</tr>
<tr>
<td>2015-16</td>
<td>223,135 (2)</td>
<td>$79,082</td>
<td>$3,500</td>
<td>$305,717</td>
<td>$510,683</td>
<td>$204,966</td>
</tr>
<tr>
<td>2016-17</td>
<td>320,319 (3)</td>
<td>$64,124</td>
<td>$16,395</td>
<td>$400,838</td>
<td>$566,404</td>
<td>$165,566</td>
</tr>
<tr>
<td>2017-18</td>
<td>316,355 (3)</td>
<td>$60,393</td>
<td>$4,000</td>
<td>$380,749</td>
<td>$624,149</td>
<td>$243,400</td>
</tr>
<tr>
<td>2018-19</td>
<td>312,372 (3)</td>
<td>$57,052</td>
<td>$4,000</td>
<td>$373,423</td>
<td>$668,196</td>
<td>$294,773</td>
</tr>
</tbody>
</table>

* 2016 - 2018 tuition increases are estimated based on increases in previous years. The current tuition increase table provided by CUNY does not provide projections past the 2015-2016 academic year. The revenue projection includes an estimate of approximately 5% out-of-state students per year.

Faculty Costs
Faculty costs were calculated based on hiring one full-time senior faculty (associate professor) with extensive TESOL expertise and experience for the development year (2013-2014), during which she has further defined and prepared for the implementation of the program. One more full-time assistant professor has been hired for 2014-2015 and an assistant professor in 2016-2017. Full time faculty members already employed by the College will also teach in this program, but with research and administrative release time, some help from part-time faculty will also be required. From the third year onward, we expect adjunct faculty to teach an average of five courses annually plus field supervision at an adjunct salary rate of approximately $1,200 per credit. The cost of additional adjuncts hired to teach in other programs so that current CSI non-TESOL faculty may teach in the TESOL program is also included. An average salary rate of $79,242 per associate and $59,608 per assistant is used in this proposal. A 33% benefits rate is included for each full-time faculty member and a 10.0% benefits rate is included for each part-time faculty member. By 2018-2019, 24 courses (74 credit hours) will be offered and approximately 25.5 credit hours of practicum/student teaching supervision will be required. TESOL program faculty will account for 53 of those credits; other full time faculty will account for 9 of those credits, and adjuncts will account for 37.5 of those credits, for a more than 3:2 ratio of full-time to part-time faculty.
Other Costs
Equipment costs will include computers and printers and furniture for new faculty ($2,895 per faculty member). Periodic costs for computer maintenance are assessed as a one-time construction expense for a new faculty office. Other costs will include faculty travel and the purchase of instructional materials (e.g., books, journal subscriptions, videos) at a rate of $3,000-$3,500 per year. Many materials are already available in the CSI library.

9. Evaluation

Evaluation of the Master’s of TESOL program will be achieved through multiple means. One important and highly reliable measure will be the attainment and maintenance of TESOL/CAEP -Council for the Accreditation of Educator Preparation [previously NCATE (National Council for the Accreditation of Teacher Education)] certification. This requires that the program design its course assignments and other evaluations of course and field experiences so as to provide sufficient and adequately high quality data to satisfy TESOL/NCATE (CAEP) standards and become a nationally accredited program.

In order to meet standards for national accreditation, the program will meet TESOL/NCATE (CAEP) standards for teacher preparation in the following domains:
1. Language as a system and language acquisition and development
2. Culture as it affects student learning
3. Planning and Implementing, ESL and Content Instruction
4. Assessment for English language learners
5. Professionalism

Across the sequence of prescribed courses, standards within each of these domains will be met and exceeded. The new edTPA for TESOL is based on teachers’ performance in these domains and program activities will be structured to build capacity among candidates.

Additionally, the program will convene annual focus groups, in which teacher candidates will be asked to share their perspectives on the value of the program and their suggestions for program improvement. Focus group discussions will also serve to assess the program’s effectiveness at influencing teacher candidates’ attitudes and dispositions, relative to ELL students and their families and their duties as ESL teachers.

Another method of evaluation will be to survey alumni one year after graduation. This will provide the program with data showing its effectiveness, as perceived in retrospect, after a year of teaching in the field. A year of teaching will help former participants evaluate the actual effectiveness of the program in light of a year of application.

Finally, administrators in schools where program alumni teach will be surveyed to determine their perspectives on the quality of preparation provided by the program. Combined, these evaluation tools will provide faculty effective feedback to inform program development and improvement.

At the system-wide level, the City University of New York (CUNY) mandates periodic reviews for every academic program at every CUNY campus. The Guidelines for Academic Self-Studies at the College of Staten Island were revised in 2010 to require the inclusion of an outcomes assessment plan as part of the self-study process, and were vetted by the Academic Outcomes Assessment Committee (AOAC) and the Provost’s Council. Successful completion of a self-study is reported to the respective Academic Dean, the Provost, and the CUNY Office of Academic Affairs as part of the Performance Management Process. A
copy of the completed self-study is submitted to the Office of Institutional Research and Assessment (OIRA) for archiving; the accompanying external reviewers’ reports, program action plan and follow-up report are also submitted to these same bodies.

Historically, academic program reviews at CSI have aimed for a ten year cycle, although many programs with external accreditation are required to engage in self-studies more frequently by their accreditors. An Academic Self-Study calendar maintained by the OIRA provides an overview of the self-study activity across the College, and allows for forward planning of self-study efforts. The College recently moved to increase the frequency of the self-study cycle to approximately seven years (from the College of Staten Island, CUNY Assessment Plan, Fall 2011). New programs will be evaluated more frequently.

The self-study process contains four components generally completed over a 12-18 month timeframe as follows:

1. A Departmental self-study review,
2. A review of the program by external evaluators (a one-day visit during which the evaluators meet with faculty, students, and staff to survey the program), who generate a report evaluating all aspects of the program,
3. A response to the evaluator’s report, and
4. A ‘closing the gap’ report by the department, prepared one year after the external review, to summarize the implementation of any changes that were suggested during the review by the evaluators.

Prior to the start of any self-study, the Dean meets with the staff to discuss the self-study process. The coordinator of the review is provided with materials prepared to facilitate the process:

1. CSI Guidelines for Academic Self-Studies (Appendix E)
2. CSI Guidelines for External Reviewers
3. Self-study overview – a message from the Dean’s office (includes a link to the OIRA website, where coordinators may access the data on courses and enrollment that is invaluable in completing the self-study)

In addition to these materials, the Dean’s Office provides administrative support in coordinating the logistics of scheduling the review and adhering to the timeline agreed upon at the outset of the process.

10. Conclusion

The graduate TESOL Master’s program and Advanced Certificate described above is proposed by the School of Education of the College of Staten Island in response to a growing need for teachers of ELLs in Staten Island and Brooklyn schools and prospective student interest. By establishing this program, CSI will be responding both to the needs of the community and to favorable market forces as well as a recent dip in Education Department enrollment. This will be the only Master’s in TESOL program located entirely on an island of relative geographical isolation with a burgeoning immigrant population. Staten Island schools have expressed strong interest in the establishment of a TESOL program, as have our current undergraduates and graduates. This will be a high quality program, designed to train extremely capable, thoughtful, and culturally sensitive professionals to serve the needs of children and families, often marginalized in our society. The program will ensure its success through proactive and careful self-evaluation.
11. Appendices
Appendix A
TESOL Program interest Survey

Hello,

In response to student requests and the interest I hear from many of you in the field, the Education Department here at CSI is interested in developing an ESL program at the graduate level. As part of a needs assessment, our dean has asked me to contact schools in Staten Island and our partners in Brooklyn to get some feedback.

In a reply email, please respond to the following questions:

My school contains grades (check all that apply)
PK/K-5 _______ 6-8_________ 9-12_________

Do you feel you have enough ESL teachers?

What do you project your needs for ESL teachers will be in the future?

Where do you usually find ESL teachers?

Do you see a need for an ESL teacher preparation program at CSI?

Additional comments:

Some schools may receive this more than once. I apologize, but I will take as many answers as I can get.

Thanks very much for your help,

Deirdre Armitage, Ph.D.
Director of Fieldwork
College of Staten Island
2800 Victory Blvd
Staten Island, NY 10314
718-982-3741
armitage@mail.csi.cuny.edu
### Appendix B: School Responses to TESOL Program interest Survey

<table>
<thead>
<tr>
<th>Questions</th>
<th>Enthusiastic</th>
<th>Positive</th>
<th>Somewhat Positive</th>
<th>Negative</th>
<th>No Resp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently need ESL teachers?</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>What do you project your needs for ESL teachers will be in the future?</td>
<td>5</td>
<td>10</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Do you see a need for an ESL teacher preparation program at CSI?</td>
<td>2</td>
<td>11</td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Where do you usually find ESL teachers?</td>
<td>Open Market</td>
<td>Referral</td>
<td>Internal</td>
<td>Teaching Fellows, District Etc.</td>
<td>No Response</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Additional comments:</td>
<td>Requests for bilingual, dual language, and special ed/ESL programs and graduates who are fluent in content areas (secondary teachers)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade Levels</td>
<td>P-5: 11</td>
<td>6-8: 4</td>
<td>9-12: 6</td>
<td>No Response: 1</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix C

### Poll of Student Interest in TESOL Program

<table>
<thead>
<tr>
<th>Undergraduate Courses</th>
<th>% Interested</th>
<th>Graduate Courses</th>
<th>% Interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 402</td>
<td>68</td>
<td>EDP 630</td>
<td>45%</td>
</tr>
<tr>
<td>EDE 402</td>
<td>58</td>
<td>EDS 615</td>
<td>27</td>
</tr>
<tr>
<td>EDE 301</td>
<td>16</td>
<td>EDE 620</td>
<td>75</td>
</tr>
<tr>
<td>EDE 301</td>
<td>41</td>
<td>EDS 601</td>
<td>67</td>
</tr>
<tr>
<td>EDC 310</td>
<td>17</td>
<td>EDP 680</td>
<td>54</td>
</tr>
<tr>
<td>EDC 218</td>
<td>41</td>
<td>EDP 680</td>
<td>69</td>
</tr>
<tr>
<td>EDE 302</td>
<td>56</td>
<td>EDP 621</td>
<td>59</td>
</tr>
<tr>
<td>EDS 304</td>
<td>62</td>
<td>EDD 630</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS 604</td>
<td>58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDS 616</td>
<td>56</td>
</tr>
<tr>
<td>Totals</td>
<td>45%</td>
<td></td>
<td>57%</td>
</tr>
</tbody>
</table>

Total % of Polled Students Interested: 51%
Appendix D
Faculty Curriculum Vitae
(Provided upon request)
Appendix E
Letters of Support
January 16, 2014

Deirdre Armitage, Ph.D
Director of Fieldwork
School of Education
College of Staten Island
2800 Victory Blvd
Staten Island, NY 10314

Dear Ms. Armitage:

I am writing this letter in support of the proposed Teaching of English to Speakers of other Languages (TESOL) Master’s level program at the College of Staten Island that will prepare teacher candidates to be certified to teach English language learners (ELLs).

This program will provide a strong foundation for teachers who wish to obtain their New York State TESOL PreK-12 teacher certification. The goals of the proposed program are to prepare teacher candidates to plan and execute instructional activities; monitor and assess student learning; address the particular developmental and educational needs of prekindergarten, elementary and secondary school students; collaborate effectively with co-workers; communicate, plan, and work effectively with children’s families; use community resources, programs, and services appropriately, which will certainly benefit ELL students.

The demographics of our community has changed in the last 10 years that I have been a principal at PS 19 and with the large increase in the immigrant population I feel there is a strong need for ESL/TESOL teachers.

Sincerely,

Mary Petrone
Principal
January 16, 2014

To Whom It May Concern,

I am writing this letter in support of the new CSI School of Education Master’s Program and Advanced Certificate in Teaching English to Speakers of Other Languages. As the programmer of a middle school in Staten Island, I can attest to the need for ESL/TESOL teachers. We have a continually growing population of non-English speakers attending our school, and there is a shortage of qualified teachers to serve this community. One thing that strikes me, as a programmer, is that these teachers will be able to have a dual license in both a subject area and in ESL, which makes them very valuable to me. We have a strong working relationship with CSI, taking their fieldwork students from both their education program and their Teacher Academy. Their students are well-prepared, and many of them have been subsequently hired by our school. We look forward to taking fieldwork students from the TESOL program.

Sincerely yours,

Sharon Feldman

Programmer, IS 61
January 15, 2014

Dr. Kenneth M. Gold
Interim Dean of Education
College of Staten Island – CUNY
2800 Victory Boulevard
Staten Island, NY 10314

Dear Dr. Gold:

I am writing in support of the efforts of the City University of New York (CUNY) to develop a Master's Program and an Advanced Certificate in Teaching English to Speakers of Other Languages (TESOL) at the College of Staten Island. This will be the only Masters of TESOL program on Staten Island, a borough with a growing immigrant population which requires well-prepared and appropriately certified teachers to meet the needs of an increasing English Language Learners (ELL) population.

We have had many undergraduate teacher education students from the College of Staten Island placed in our school to fulfill classroom observation and/or student teaching requirements. We are eager to expand our commitment to this successful partnership to include graduate students in the TESOL program should the need arise.

We support the College of Staten Island adding this offering to its programs in the School of Education and applaud CUNK’s efforts to meet the diverse needs of our community.

Sincerely yours,

[Signature]

Aurelia L. Curtis, Ed.D.
PRINCIPAL
January 21, 2014

Dr. M. Kenneth Gold
Interim Dean of Education
The Education Department
The College of Staten Island
The City University of New York
2800 Victory Blvd.
Staten Island, New York 10314

Dear Dr. Gold,

I am writing this letter in support of the efforts of The College of Staten Island to develop a Master’s Program and an Advanced Certificate in Teaching English to Speakers of Other Languages.

The demand for ESL/TESOL teachers and general education teachers with ESL skills is great in light of Staten Island’s changing demographics and the demographics of schools in NYC and NJ in general. The Advanced Certificate will be particularly helpful to practicing teachers with Masters Degrees. Upon preliminary review of this program, the strengths of the program are the advanced work in child development, its study of the correlation between ELLs and students with special needs and its contextualized literacy instruction.

We would like to continue to provide internships to your undergraduate and graduate education students as well as fieldwork for students for the TESOL program. We look forward to continuing our relationship with the Education Department.

Sincerely,

Donna Nilsen
Principal, I.A.
To Dr. Kenneth Gold:

I am writing to support the efforts of the School of Education at the College of Staten Island in developing a Masters Program, and an Advanced Certificate in Teaching English to Speakers of Other Languages. The programs seem strong, and in our community in particular, there is a high demand for ESL and TESOL teachers. Our school and our community have large numbers of English Language Learners, and we are always interested in hiring teachers who have experience teaching ELL students. Our school, and others in our community would absolutely benefit from having teachers with an Advanced Certificate in Teaching English to Speakers of Other Languages.

Having a Masters Program at the College of Staten Island will be a great advantage to those who cannot afford to go away to school, whether it is for monetary or for personal reasons. I believe this will help increase our teaching community here on Staten Island.

Our school and our community would benefit from such programs, and we thank you for establishing this much needed program. We appreciate your efforts to bridge the language gap. We would absolutely welcome fieldwork students into our school. We look forward to strengthening our relationship with the Advanced Certificate program, and the Masters program.

Sincerely,

Jamie Vera Esperon
Founding Principal
New World Preparatory Charter School
26 Sharpe Avenue, Staten Island, NY 10302
Phone: 718-705-8990
Email: jesperon@newworldprep.org

26 SHARPE AVENUE, STATEN ISLAND, NY 10302
718.705.8990
January 29, 2014

Deirdre Armitage, Ph.D
Director of Fieldwork
School of Education
College of Staten Island
2800 Victory Boulevard
Staten Island, New York 10314

Dear Ms. Armitage:

It is with great pride and enthusiasm I write this letter of support for CSI School of Education Master's Program and Advanced Certificate in Teaching English to Speakers of Other Languages. As an undergraduate at CSI seeking a Graduate Degree in TESOL, I was forced to transfer to a private local college (Wagner) in order to pursue my certification. Although I was very satisfied with my experience at Wagner, it was a heavy financial burden for me. Even though this was many years ago, Staten Island still remains without a Master's Program or Advanced Certification for TESOL. It is long overdue!

These programs will help meet the diverse needs of our community. According to the Office of English Language Learner 2013 Demographic Report, just over 41% of the students enrolled in NYC public schools speak a language other than English at home. (438,131 students living in households where English is not the primary language spoken). A large majority of NYC ELL's are enrolled in ESL programs. (Nearly 76%). While its total number of ELL's is lower in volume, Staten Island is the borough with the highest concentration of ELL's enrolled in ESL (89.6%).

In conclusion, P.S. 29 welcomes a Master Program and Advanced Certification in TESOL. We look forward to working with your students!

Sincerely,

Linda Manfredi
Principal

"Work Together... Learn Together... Succeed Together"
1381 Victory Boulevard - Staten Island, NY 10314 - Tel. 718-356-4400 - Fax 718-356-4429
January 24, 2014

Dear Ms. Armitage,

I strongly support CSI’s proposal to begin an ESL masters program. The prospect of providing a community based learning environment is extremely beneficial due to Staten Island’s (and the city’s) changing demographics. Our immigrant population continues to grow and as such the demand for properly prepared ESL teachers is on the rise. Your curriculum addresses the issues, concerns and challenges of non-native English speakers. Current classroom teachers are reluctant to travel off Staten Island due to cost, time restraints, lack of transportation etc. Your program will fill the void and allow our talented and interested teachers to attend relevant and much needed classes.

I would be happy to host fieldwork students at my school and develop what would certainly be a mutually beneficial relationship.

Good Luck to CSI in their effort to educate the educators of our English Language Learners.

Sincerely,

Doreen E. Murphy
Principal
January 16, 2014

Deidre Armitage, Ph.D
Director of Fieldwork
College of Staten Island
2800 Victory Boulevard
Staten Island, NY 10314

Dear Dr. Armitage:

I am writing in support of the efforts for the City University of New York to develop a Master’s Program and an Advanced Certificate in teaching English to speakers of other languages. As you are aware, the demographics of Staten Island continue to change and this fact is seen in a particularly strong way in the neighborhoods immediately around Port Richmond High School. We anticipate expanding our ESL program in the years ahead and I am particularly interested in hiring teachers for students with disabilities who also face the challenges of being English Language Learners. I know that the College of Staten Island has spent considerable resources in creating and developing this strong program and I would welcome Fieldwork students to participate in their work within our school community. The ongoing struggle to develop the literacy skills of English Language Learners continues to be a challenge at Port Richmond High School and I would welcome the opportunity to have my teachers participate in this Master’s Program or the Advanced Certificate Program.

I appreciate the College of Staten Island taking on this important work which will address the needs of so many students on Staten Island for many years to come. Since Port Richmond is a very diverse community, it is especially important that the needs of our students be addressed and I am excited by the prospect for success that this program brings. I look forward to continuing our relationship with the College of Staten Island community.

Sincerely,

Timothy M. Gannon
Principal

letters\armitage.dk
January 2014

Kenneth Gold, Interim Dean
School of Education
College of Staten Island
2800 Victory Blvd.
Staten Island, NY 10314

Dear Mr. Gold

I am writing in support of the efforts of the College of Staten Island to develop a Master’s Program and an Advanced Certificate in Teaching English to Speakers of Other Languages. The program’s study of the correlation between New Language Learners and students with special needs and its contextualized literacy instruction is especially relevant in terms of the instructional shifts and expectations of the Common Core Learning Standards. The Master’s program and certificate will respond to the needs of both teachers and students on Staten Island and the New York area. Given the demographic dynamics of New York, the demand for ESL/TEOL teachers is consistently growing. In particular, the Advanced Certificate for educators with Masters Degrees will provide teachers with an opportunity to build and enhance their practice and increase their marketability.

McKee High School would readily welcome fieldwork students in this area. In fact the administration would strongly encourage practicing general education teachers with master degrees to consider studying for the advanced certificate.

If you have any questions or wish further the discussion I can be reached at
nmullen@schools.nyc.gov

Sincerely,

Noreen D. Mullen
Assistant Principal Administration & Supervision
Humanities, ESL, AVID, World Language & Library Science
Appendix F
Proposal Evaluation
I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program ad
The program purpose, structure, and requirements are clearly articulated in this proposal. The proposed program is aligned with the College of Staten Island Strategic Plan, “Many Voices, One Vision” (2011-2016). The program will provide two routes to New York State TESOL certification: teacher candidates with initial teaching credentials can attain professional certification by completing a Master’s in TESOL; and teachers who already hold a Master’s degree in education can qualify for an extension certificate in TESOL by completing six courses in the Advanced Certificate program. The structure of the program is delineated in the proposed sequence of required courses. The program administration will be carried out by highly qualified and experienced faculty identified in Section 7, Faculty.

2. Comment on the special focus of this program, if any, as it relates to the discipline.
The special focus of this program is well suited and nicely articulated. The proposal is in response to increases in immigrant populations in Staten Island schools and the need for credentialed ESL teachers. This program will serve the needs of its community, while at the same time responding to favorable market influences. The courses are designed to meet New York State TESOL certification requirements. The proposed program will fill a void in a geographic region in which there is no institution of higher education located on Staten Island that offers an affordable Master’s in TESOL that can be completed on the island. Also, students who complete the program will have the ability to apply for teaching positions in New Jersey with a reasonable commuting distance. Since New York has reciprocity for teaching certificates with over 30 states in the U.S., this becomes a valuable commodity.

As noted in the narrative, the rapid rise in Staten Island’s immigrant population correlates directly with the increase in the number of English learners. Specific schools identified in the proposal are experiencing unprecedented demographic changes which demand immediate attention. The proposal notes that in the last year alone, the percentage of English learners in these schools has risen by two points, and that figure is expected to increase further over the next few years.
3. Comment on the plans and expectations for continuing program development and self-assessment.

Program development is addressed in Section 8, Cost Assessment. In this section the narrative outlines plans to initially enroll 30 Masters and 10 certificate candidates, and associated costs, including faculty salaries and tuition revenue. The proposal details a comprehensive plan for self-assessment, e.g., focus groups with teacher candidates, surveying alumni one year after graduation, and surveying employers. Further, there is discussion about inclusion of the Guidelines for Academic Self-Studies at the College of Staten Island. This includes setting the goal to attain and maintain TESOL/CAEP accreditation.

**Suggestions/recommendations:**
- Train faculty in performance-based assessment as they relate to the requirements of TESOL/CAEP standards
- Professors, instructors, and adjuncts should be required to self-assess every semester
- Use student course evaluations to measure the efficacy and competence of course content and delivery
- Have teacher candidates assess the program at the completion of x hours in their program
- Use both focus groups and online surveys

4. Assess available support from related programs.

The main support from related programs will come in the form of faculty members with expertise in social foundations, learning and development, special education and educational research teaching some of the non-EDL courses. Outside of the School of Education, Professor Sarah Benesh of the English Department is on the faculty and the program is also reaching out to a new hire--Francisco Salgado Robles--in the World Languages Department with expertise in the teaching of a second language. The program expects him to play a role as well.

5. (Only for programs requiring master plan amendment.) What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

In order to substantiate and verify need, e-mail surveys were sent to principals and assistant principals at 52 of the 74 public schools on Staten Island. Twenty-two schools responded. Based on these responses a TESOL program at CSI would fill a noticeable void and be met with an “overwhelmingly positive response from the administrators in the Staten Island Schools.” Further, the population of English learners in Brooklyn is nearly 42,000 and when looking at the data from Districts 31, 20, 21, and 22, it is quite clear that there is a high and demanding need for credentialed ESL teachers. While the New York State Department of Labor does not isolate ESL teachers in its data, there is an expected growth of roughly nine percent between the years 2008 and 2018, justifying demand.

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication,

**Individually**

Rachel Grant – Dr. Grant’s training, experience, research and publication, professional service and recognition in the field are exemplary. She brings both breadth and depth in these areas and will undoubtedly emerge as a leader. Dr. Grant works extremely well in the areas of program and curriculum development and is well liked by teacher candidates.
Vivian Shulman – Dr. Shulman’s background in educational measurement will have great impact and influence in the area of program self-assessment. She will also provide a strong background in training teachers in educating elementary level English learners.

Christopher Hale – Dr. Hale will be a valuable contributor insofar as he has spent much of his career as a literacy specialist with special needs learners. This combined with addressing the needs of English learners, positions him well within this proposed program structure.

Liqing Tao – Dr. Tao’s background in reading education is a critical asset to this type of program. Literacy training for teacher candidates is one of the strongest preparation tools that lead to successful teaching and learning.

Kenneth Gold – Dr. Gold’s current role as interim Dean of Education will provide leadership and guidance in seeing this new initiative through to fruition. His background as a social studies K-12 teacher strengthens his understanding of necessary skills and strategies for teachers in training.

Greg Seals – Dr. Seals will contribute his expertise in the areas of teacher development and course/program design. His background will be an asset with regard to assessing course currency and efficacy.

David Kritt – Dr. Kritt’s background in research and professional development as well as gifted education provides a solid contribution to this proposal. Also, his work in testing and social justice adds to a critical knowledge base. Dr. Kritt has published on the plight of urban children.

Eleni (Nelly) Tournaki – Dr. Tournaki’s background in special education makes her a vital asset. She has examined attitudes of pre-service teachers toward persons with disabilities. Dr. Tournaki has impressive publications on preparing special education teachers; professional development programs; and pathways to certification. In 2008 worked on the NCATE report. She knows teacher education program accreditation. Further, her background includes diversity, classroom management, inclusion, and course development.

Sarah Benesch - Dr. Benesch has a background in applied linguistics and TESOL as well as English and English language teaching. She has an impressive publication/presentation record. Dr. Benesch has presented on critical pedagogy, critical discourse analysis, and critical media. Her background in Second Language Acquisition is very important for teacher candidates. Currently, she is Coordinator of the ESL program.

Fumio Someki – Dr. Someki has a background in educational psychology; impressive publication record; has worked with special needs learners; areas of experience in teaching: assessment, classroom management, inclusion classrooms.

Igor Arievitch – Dr. Arievitch brings a rich background in cultural mediation and socio-cultural theories and principles. He has expertise in child development and learning.

Collectively

These eleven faculty comprise a group with broad and deep training, experience, research and publication, professional service, and recognition in the field. The match between the identified courses and these professionals is evident. They are well suited and highly qualified to teach these courses and work with teacher candidates.
7. Assess the faculty in terms of **size** and **qualifications**. What are plans for future staffing?

All present faculty are full-time and tenure track. Other than Profs. Curinga and Grant, the rest of the full time faculty listed have specializations that will enable them to teach EDD 624, EDD 612, EDD 630, EDD 631 or EDP 680. It is not assumed anyone other than Profs. Curinga and Grant will teach the EDL courses until there is a need to hire adjunct faculty, which will not occur before the program's second year.

8. Evaluate credentials and involvement of **adjunct** and **support faculty**.
   
   At the time of this proposal, there are no adjunct or support faculty.

**III. Resources**

9. Comment on the adequacy of physical **resources** and **facilities**, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

Evidence indicates ample resources and adequate facilities. The following information was provided by the Dr. Kenneth Gold:

**Library:** [http://www.library.csi.cuny.edu/](http://www.library.csi.cuny.edu/) (The Library has a special collection on curriculum materials available with collection to expand.)

**Computers:** [http://www.csi.cuny.edu/studenthelpdesk/](http://www.csi.cuny.edu/studenthelpdesk/) (The School of Education has its own computer lab with a capacity of 25 seats and its own support technician).

**Laboratory:** The School of Education has a literacy room that has a one way window, which allows our students to observe other future teachers working with children.

**Practica and internship sites:** TESOL program will predominantly use sites from the northern third of the island, where most of its ELLs reside.


10. (Only for programs requiring master plan amendment.) What is the **institution's commitment** to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.
IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

Strengths:
Proposal is well written and clearly exhibits the need for this program
The program will provide a much needed professional development opportunity
Teacher participants will be trained by well qualified faculty
There is a strong support system already in place to ensure the success of this initiative

Weaknesses:
Corpus of literature that soundly supports ideas and decisions articulated in the proposal. There should be a rationale for the determination that some courses would require 20, 15, or 10 hours of field work.

Recommendations:
There needs to be courses that address (1) teaching content, i.e., math, science, social studies and (2) curriculum development (3) technology – TESOL Standard 3.c. “Using resources and technology effectively in ESL and content instruction”. Also, research and anecdotal data suggest that beginning teachers report they feel overwhelmed when faced with classroom management issues. I suggest you consider doing practica at both the elementary and secondary levels, forty days each. Create a Mission Statement. Demonstrate how the program will use results in decision making, curricular changes, etc.
Application for Registration of New Programs
Leading to an Initial or Initial/Professional Classroom Teaching Certificate/Extensions/Annotations

This application is for New York degree-granting institutions seeking to register a new program leading to an initial or initial/professional classroom teaching certificate/extensions/annotations. If the proposal is a graduate degree program in a new certification area, in addition to this application form, submit 1) a copy of the program specific External Review form completed by a recognized expert in the field who has been approved in advance by the State Education Department; and 2) the institution’s response.

Note: Do not use for applications for new programs leading to Transitional B, Transitional C, Professional, Educational Leadership or Pupil Personnel Services certification.

Under certain circumstances, proposed programs may require amendment of the institution’s master plan and/or charter or certificate of incorporation, in addition to program registration.

Master Plan Amendments
Approval of a master plan amendment is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program; or establishes at each degree level its first program in each of the 10 general disciplinary areas. Under certain circumstances, proposed programs may require amendment of the institution’s master plan and/or charter or certificate of incorporation, in addition to program registration.

Charter Amendments and Similar Authorizations
The Board of Regents incorporates independent, not-for-profit colleges and universities by issuing a charter, which defines the institution’s legal authority and the location and scope of its programs of study and the degrees it may award. Charter amendments may be needed for such actions as initial authority to award degrees; new degree titles, including degrees at new levels; change of location or establishment of a branch campus; and operation beyond the specified limitations in the existing charter.

A proposal for registration from a proprietary college may require amendment of the college’s certificate of incorporation on file with the Department of State. Such amendments require the consent of the Commissioner of Education. More information about charter amendments and similar authorizations is available online.

Completing and Submitting Your Application
The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEedapps@mail.nysed.gov

1. Submit the application, without CVs and Syllabi, as one PDF document.
2. Submit CVs and Syllabi, as required, as separate PDF documents.
3. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

---

4 CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.
Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

### Task 1 Institution and Program Information

#### Institution Information

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>College of Staten Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Code (6 digits):</td>
<td></td>
</tr>
</tbody>
</table>

**The name and code of the institution should reflect the information found on the Inventory of Registered Programs**

<table>
<thead>
<tr>
<th>Institution Address:</th>
<th>2800 Victory Blvd</th>
</tr>
</thead>
<tbody>
<tr>
<td>City:</td>
<td>Staten Island</td>
</tr>
<tr>
<td>State/Country:</td>
<td>NY</td>
</tr>
<tr>
<td>Zip:</td>
<td>10314</td>
</tr>
</tbody>
</table>

**Regents Regions:**

<table>
<thead>
<tr>
<th>Specify campus(s) of the institution where program is offered, if other than the main campus:</th>
<th>Main</th>
</tr>
</thead>
</table>

**The name and code of the location(s) should reflect the information found on the Inventory of Registered Programs**

<table>
<thead>
<tr>
<th>Specify any other additional campus(s) where the program is offered besides the ones selected above:</th>
<th>n/a</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If any courses will be offered off campus, indicate the location and number of courses and credits:</th>
<th>n/a</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If the program will be registered jointly with another institution, please provide the partner institution's name:</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Information for New Programs</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Program Title:</strong></td>
<td>Master of Arts (MA) TESOL</td>
</tr>
<tr>
<td><strong>Degree Award:</strong></td>
<td>Certificate</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Credits</strong>*:</td>
<td>36</td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

| Program Title: | n/a |
| Degree Award: | |
| HEGIS code: | |

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

### Section III. Contact Information

<table>
<thead>
<tr>
<th>Name of contact person</th>
<th>Kenneth Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of contact person:</td>
<td>Interim Dean, School of Education</td>
</tr>
<tr>
<td>Telephone</td>
<td>718-982-3737</td>
</tr>
<tr>
<td>Fax:</td>
<td>718-982-3743</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:kenneth.gold@csi.cuny.edu">kenneth.gold@csi.cuny.edu</a></td>
</tr>
</tbody>
</table>

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.*
Program registration is based on standards set forth in Part 52.1 and 52.2 of the Regulations of the Commissioner of Education. In addition, Section 52.21 provides information specific to the registration of curricula in teacher education and educational leadership. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the primary means by which the Regents support the quality of college and university programs.

Task 2. Program Information and Sample Program Schedule
Please enter the requested information about the proposed program.

1. Program Format

Check all program scheduling and format features that apply: (See definitions)

a) Format: [Day] Evening  [Weekend] Evening/Weekend  [Not Full-Time (Full-time or Part-Time option)]

b) Mode:  [Standard] Independent Study  [External] Accelerated  [Distance Education]

( to register a program with the Distance Education format submit a Distance Education Application for Teacher Education with this proposal)

c) Other:  [Bilingual]  [Language Other Than English]  [Upper Division Program]

2. Program Description and Purpose

a) Provide a brief description of the program as it will appear in the institution's catalog. Include the philosophy, purpose, and specific career objectives of the program.

Answer: The proposed Teaching of English to Speakers of other Languages (TESOL) Master's level program will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program will lead to New York State TESOL PreK-12 teacher certification. It will provide two pathways to NYS TESOL certification. Teacher candidates with initial teaching certification will be able to attain professional certification by completing a Masters in TESOL and those who have already completed an education Masters will be able to qualify for an extension certificate in TESOL by completing the six courses in the Advanced Certificate program.

b) Identify each initial or initial/professional certificate title for which the institution would like the authority to recommend as a result of registration of this proposed program. Be specific and identify each certificate title by name, i.e. Biology 7-12 initial/professional; Earth Science 7-12 initial/professional; 5-6 Extension initial/professional.

Answer: NYS TESOL PreK-12 certification

c) What is the documented need for this program?

Answer: With the purpose of better serving the communities on Staten Island and in Brooklyn, the School of Education at the College of Staten Island proposes the development of a Master's level TESOL program that will lead to NYS TESOL PreK-12 certification, while preparing teacher candidates to be highly qualified in the instruction of English as a second language (ESL) in public and private schools.

Staten Island has nearly half a million residents and is part of one of the most important and diverse cities in the world. As with all communities in a time of recession and high unemployment, social problems abound. Like most urban areas, Staten Island also has many assets. What is most remarkable about Staten Island at this juncture is its unequalled growth in population. In the period from 2000 to 2009 the population increased by 10.8% as compared with a 3% increase in New York State. In terms of race and ethnicity, Staten Island boasts the most
rapidly diversifying population of the five boroughs. Staten Island has experienced an enormous influx of new immigrants who speak a wealth of primary languages. The borough is home to refugees escaping civil war and political oppression, as well as immigrants seeking relief from economic hardship or greater opportunity. Chinese, Haitians, Koreans, Mexicans, Nigerians, Pakistanis, Poles, and Russians all have substantial vibrant communities in the borough. Staten Island claims one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population of the borough has risen to 8.3%, and the Latino population to 17.3% (U.S. Census, 2010). While these newcomers bring with them cultural diversity that has enriched the community, they also need resources that will assist them to thrive in their new home community. High in priority are appropriate educational services that address the linguistic needs of their children.

**d)** Provide evidence of formal relationships that the program and its faculty have with partnering schools that illustrate how the institution and partnering schools have collaborated for the purpose of improving the preparation of teachers and or educational leaders including the field, student teaching and educational leadership internship experiences. For the proposed program, provide prospective plans for how the faculty intends to collaborate with partnering schools and how the partnering schools could benefit from this relationship.

*Answer:* In order to acquire a more inclusive picture of the need for ESL teachers in Staten Island’s schools and a sense of the level of enthusiasm with which a TESOL program would be met by school administrators, E-mail surveys were sent to principals and assistant principals at 52 (34 elementary, 3 middle, and 14 high schools) of the 74 public schools on Staten Island. The survey included the following questions (Appendix A):

1. Do you feel that you have enough ESL teachers?
2. What do you project your needs for ESL teachers will be in the future?
3. Do you see a need for an ESL teacher preparation program at CSI?

Twenty-two schools replied (11 elementary, 3 middle, and 6 high (Appendix B)). Generally, the responses were positive. Of the 22 responses to the first question, eight reported that they currently need ESL teachers, 13 did not, and one did not respond to the question. To the second question, 19 administrators responded that they saw a need for ESL teachers in the future, one did not, and two did not respond to this question. To the third question, as to whether a TESOL program at CSI would be well received, 19 responded in a range between enthusiastic and somewhat positive. Only one responded negatively and two did not respond to the question. Based on this small but representative sample, it can be said with some certainty that a TESOL program at CSI would fill a demonstrable need and be met with an overwhelmingly positive response from the administrators in the Staten Island schools.

Submit examples of existing agreements and plan for collaboration for the proposed program as an addendum to the application.

**e)** What are the anticipated Year 1 through Year 5 enrollments?

*Answer:*

<table>
<thead>
<tr>
<th>Year</th>
<th>New M.A. Students</th>
<th>New Extension Certificate Seekers</th>
<th>Attrition (M.A. Students only)</th>
<th>Students Continuing in Major</th>
<th>Total Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>30</td>
<td>10</td>
<td>3</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>2015-2016</td>
<td>35</td>
<td>10</td>
<td>3</td>
<td>27</td>
<td>69</td>
</tr>
<tr>
<td>2016-2017</td>
<td>35</td>
<td>12</td>
<td>3</td>
<td>32</td>
<td>76</td>
</tr>
<tr>
<td>2017-2018</td>
<td>40</td>
<td>15</td>
<td>4</td>
<td>32</td>
<td>83</td>
</tr>
<tr>
<td>2018-2019</td>
<td>40</td>
<td>15</td>
<td>4</td>
<td>36</td>
<td>87</td>
</tr>
</tbody>
</table>
## 3. Sample Program Schedule

**a)** Complete the [Undergraduate Program Schedule Table](#) (for undergraduate programs) or the [Graduate Program Schedule Table](#) (for graduate programs).

**b)** If the program will be offered through a nontraditional schedule, provide an explanation of the schedule, including its impact on financial aid eligibility.

*Answer: n/a*

**c)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

- [ ] Yes  
- [ ] No  
  If no, explain:

**d)** Only for master's degree programs, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

*Answer: EDD 631- Master's Project; EDL 607- Field Work*
Graduate Program Schedule Table

- Indicate academic calendar type: ☑️ Semester ☐️ Quarter ☐️ Trimester ☐️ Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall Semester 1</th>
<th>Credits per classification</th>
<th>Term: Spring Semester 1</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>EDD 624 Multicultural/Multiethnic Foundations of Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 601 Bilingualism and Second Language Acquisition: Theory and Research</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDL 602 Linguistics for Teachers</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDL 603 Methods of Teaching TESOL PreK-12</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 12

<table>
<thead>
<tr>
<th>Term: Fall Semester 2</th>
<th>Credits per classification</th>
<th>Term: Spring Semester 2</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>EDL 606 Assessment of Language Learners</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDD 630 Educational Seminar I</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDP 675 Issues in Bilingualism in Special Education and Inclusive Classrooms</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Term credit total: 9

**Program Totals:**
- Credits: 36
- Liberal Arts & Sciences: Major: 36
- Elective & Other:

Cr: credits | LAS: liberal arts & sciences | Maj: major requirement | New: new course | Prerequisite(s): list prerequisite(s) for the noted courses
### Task 3. Faculty

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong></td>
<td>Complete the faculty tables that describe Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see Guidance regarding faculty qualifications.</td>
</tr>
<tr>
<td><strong>b)</strong></td>
<td>Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application.</td>
</tr>
</tbody>
</table>
| **c)** | What is the institution’s definition of “full-time” faculty?  

*Answer:* Tenured and tenure-track faculty.*
Note: Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>List All Earned Degrees &amp; Disciplines (include College/University). Disciplines must be identified.</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience; scholarly contributions, etc.</th>
<th>Program Courses (Course Number and Title) Must be Listed</th>
<th>Percent Time to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Jonathan Smith, Assistant Professor Program Director</td>
<td>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</td>
<td>Example: Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</td>
<td>Example: EDU 301: Teaching Students with Disabilities</td>
<td>Example: 60%</td>
</tr>
<tr>
<td>Kenneth Gold, Associate Professor and Interim Dean of Education</td>
<td>PhD, University of Michigan in American History (History of Education)</td>
<td>Experience teaching the social foundations of education for secondary education at the undergraduate level; urban education and leadership at the graduate level</td>
<td>EDS 201, EDS 401</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>David Kritt, Associate Professor</td>
<td>PhD, CUNY Graduate Center in Developmental Psychology</td>
<td>Experience teaching the social foundations of education for secondary at the undergraduate level; advanced child psychology, psychology of adolescence, and social impact of technology at the graduate level</td>
<td>EDS 202</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Vivian Shulman, Associate Professor</td>
<td>PhD, CUNY Graduate Center in Educational Psychology</td>
<td>Experience teaching advanced psychological development and educational research on the graduate level</td>
<td>EDS 201, EDS 202</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Greg Seals, Associate Professor</td>
<td>PhD, Georgia State University in Social Foundations of Education</td>
<td>Experience teaching the social foundations of education for secondary education at the undergraduate level</td>
<td>EDD 624</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Igor Arievitch, Professor</td>
<td>PhD, Moscow State University in Developmental and Instructional Psychology</td>
<td>Experience teaching psychological foundations of education on the undergraduate level and advance psychological development of childhood and adolescence on the graduate level</td>
<td>EDD 612</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Eleni (Nelly) Tournaki, Associate Professor</td>
<td>PhD, New York University, Education Psychology, Special Education</td>
<td>Experience teaching special education at the graduate and undergraduate level</td>
<td>EDP 675</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Rachel Grant, Associate Professor</td>
<td>PhD, University of Maryland at College Park, Curriculum and Instruction</td>
<td>Experience teaching TESOL at the graduate and undergraduate level; experience in program development</td>
<td>EDD 624</td>
<td>Full Time in Program</td>
</tr>
</tbody>
</table>
### Part-Time Faculty Table

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>List All Earned Degrees &amp; Disciplines (include College/University). Disciplines must be identified.</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience; scholarly contributions, etc.</th>
<th>Program Courses (Course Number and Title) Must be Listed</th>
<th>Percent Time to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Curinga, Assistant Professor</td>
<td>PhD, City University of New York, Graduate Center in Linguistics</td>
<td>Experience teaching applied linguistics at the graduate and undergraduate level</td>
<td>EDL 601, EDL 602</td>
<td>Full Time in Program</td>
</tr>
<tr>
<td>Liqing Tao, Associate Professor</td>
<td>PhD, University of Georgia, Reading Education</td>
<td>Experience teaching literacy at the graduate and undergraduate level</td>
<td>EDL 604, EDL 605</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Fumio Someki, Assistant Professor</td>
<td>PhD, University of Minnesota in Educational Psychology</td>
<td>Experience teaching special education at the graduate and undergraduate level</td>
<td>EDP 675</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Chris Hale, Assistant Professor</td>
<td>PhD, City University of New York, Graduate Center in Urban Education</td>
<td>Experience teaching special education at the graduate and undergraduate level</td>
<td>EDP 675</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Sarah Benesch, Professor</td>
<td>PhD, New York University, Applied Linguistics</td>
<td>Experience teaching applied linguistics at the graduate and undergraduate level</td>
<td>EDL 601</td>
<td>Full Time but Part Time in Program</td>
</tr>
</tbody>
</table>
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Assignments</th>
<th>Course</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**Task 4. Resources**

**Resources, Facilities and Academic Support Services**

**a)** Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:* We will use existing resources and facilities on campus.

**b)** What library resources will be added to support this program?

*Answer:* We will use existing library resources.

**c)** Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.

*Answer:* The program will rely on existing resources. Directors and participating faculty will hold regular office hours to advise students in the program. We will also contact academic advising, student services, and other relevant offices with information about the program.

---

**New Resources Table**

<table>
<thead>
<tr>
<th>New Resources Table n/a</th>
</tr>
</thead>
</table>

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total all**

---

**Task 5. Admissions and General Education and Content Cores**

**1. Admissions**

**a)** List all program admission criteria and provide the program’s checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below.

*Answer:* There is an application required for admission into the program. You can refer to the Undergraduate Catalogue at CSI for details ([www.csi.cuny.edu/catalog](http://www.csi.cuny.edu/catalog)). In sum, some basic qualifications would include your junior status, overall minimum GPA of 2.75, substantial credit hours earned in your major (maintaining your content area GPA above 2.75), two application essays, nomination by two formal professors, and completed application form. The application is available at [http://www.csi.cuny.edu/catalog/undergraduate/departments/education.php](http://www.csi.cuny.edu/catalog/undergraduate/departments/education.php)
b) Describe the process for evaluating exceptions to these requirements.

*Answer:* The Admissions Committee reviews all “appeals” for admission into the program.

c) Complete only if the proposed program leads to a **Literacy Birth -6 or Literacy 5-12 certificate**. Please check that the program meets the following requirement:

- [ ] The program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.
- [ ] The program leads to a master or doctorate degree.

---

### 2. General Education Core in the Liberal Arts and Sciences.

**a)** Verify that the program has ensured that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to each of the following (please check) and that the program can provide evidence of this verification process upon request.

- [ ] artistic expression
- [ ] humanities
- [ ] concepts in history and social sciences
- [ ] a language other than English
- [ ] written analysis and expression
- [ ] scientific and mathematical processes
- [ ] Information retrieval
- [ ] communication

**b)** Explain how the Liberal Arts and Sciences School Faculty were involved in the development of this proposal. Explain and provide evidence of ongoing collaboration with the Liberal Arts and Sciences and Education Faculties to ensure that the liberal arts and science curriculum is aligned with the NYS Learning Standards and Common Core Curriculum to support the candidate’s content knowledge preparation for P-12 instruction. This information may be pasted into the answer below or it may be submitted as an addendum to this application.

*Answer:* n/a

The students in this program would have received their Bachelor's degree prior to enrolment.

### Common Core Structure:

I. Required Core: 12 credits

- A.6 credits of "English Composition" (RECR)
- B.3 (or more) credits of "Mathematical and Quantitative Reasoning" (RMQR)
- C.3 (or more) credits of "Life and Physical Sciences" (RLPR)

II. Flexible Core: 18 credits

Students must take six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. The five areas are:

- A. World Cultures and Global Issues (FWGR)
- B. U.S. Experience in its Diversity (FUSR)
- C. Creative Expression (FCER)
- D. Individual and Society (FISR)
- E. Scientific World (FSWR)

III. The College Option (COPR – College Regular Liberal Arts) (COPN – College Option Non Liberal Arts): 12 credits

The "College Option" allows a Baccalaureate-granting institution, such as the College of Staten Island, to require up to an additional 12 credits for general education. For transfer students, this requirement can be reduced to 6 or 9 credits. For some students in majors that are accredited by outside agencies these credits may not be required.

Specifics of the Pathways Framework at the College of Staten Island:
The guiding principle of the College of Staten Island’s Pathways Framework is to retain the current CSI general education program with as little loss and disruption as possible. Specifically, the General Education Committee believes that BS programs (excepting the BS in Art, Business with International Business concentration, Communications, Dramatic Arts, Music, and Social Work), which do not currently include a language requirement, should not be obliged to add a new component to the existing general education provisions.

3. Content Core

a) List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major the institution will accept for each certificate title.

Answer: n/a

b) Complete only if the proposed program leads to the Social Studies grade 5-9 or 7-12 certificate. Please check that the acceptable major(s) meet(s) the following requirement:

- The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in the history and geography of the United States and the world.

c) Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards.

Answer: In addition to other sources, data on students’ performance are collected every semester in Education courses through key assignments and grade reviews. These data monitored for trends and areas of need both by the SOE's Director of Assessment & Accreditation every year (as well as by the Assessment Committee as needed); reports based on these data are also submitted annually to both the program’s accrediting agency (NSTA) and in digest in to the SOE’s accrediting agency (CAEP).

d) Complete only if the proposed program leads to a Teaching Students with Disabilities 7-12 Generalist certificate. Indicate how the program meets the following requirements:

- the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;

Answer: and

the candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).

Answer:

e) Complete only if the proposed program leads to a Teaching Students with Disabilities 7-12 Subject Area Extension. Indicate how the following requirement is met for each proposed extension:

- At least 18 semester hours of study or its equivalent in the subject area of the extension sought.

Answer:

- For the Students with Disabilities Social Studies extension, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

Answer:
**Task 6. Pedagogical Core Coursework**

**a)** In the [Pedagogical Core Courses Table](#) Pedagogical Core Courses Table, list all pedagogical courses in the proposed program. The Pedagogical Core Courses Table is designed for a program leading to a single certificate or multiple certificates. See example on Pedagogical Core Courses Table for an inclusive childhood education program leading to Childhood Education 1-6 (Cert Code: 02) and Teaching Students with Disabilities 1-6 (Cert Code: 06).

Please use the following steps as a guide to completing the Pedagogical Core Courses Table.

**Step 1:**
In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

**Step 2:**
Use the Certification Area Codes listed immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.

**Certification Area Code**
01. Early Childhood Education
02. Childhood Education
03. Middle Childhood Education
04. Adolescence Education
05. Teaching a Special Subject
06. Teaching Students with Disabilities in Early Childhood and Childhood
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing
09. Teaching Students Who are Blind or Visually Impaired
10. Teaching Students with Speech and Language Disabilities
11. Teaching English to Speakers of Other Languages
12. Literacy
13. Teaching the Career Field
14. Teaching a Specific Career and Technical Subject
15. Library Media Specialist
16. Educational Technology Specialist
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Extensions
20. Grades 7 through 9 Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities Extensions: Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; Language other than English in either (grades 5-9) or (grades 7 through 12)
24. Teaching Students with Severe or Multiple Disabilities Annotations

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.
** Bilingual education extensions for library media specialist and educational technology specialist.

**Step 3:**
Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns. See example on Pedagogical Core Courses Table and further instruction in the guidance document. The general and program-specific requirements can be found by clicking on the link to each certification area.

**NOTE:** The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes linked above.
b) Provide a description of each existing pedagogical course for this program as it appears in the college catalog. The course description of each existing pedagogical course for this program should be pasted in the “Answer” below.

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

*Answer:* Provided.

c) Submit syllabi for each new course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades

**NOTE:** Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

d) Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.

*Roman numerals: n/a*

Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.

*Answer: n/a*

<table>
<thead>
<tr>
<th>Pedagogical Core Courses Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number and Title</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>EDD624 Multicultural/Multiethnic Foundations of Education</td>
</tr>
<tr>
<td>EDL 601 Bilingualism and Second Language Acquisition: Theory and Research</td>
</tr>
<tr>
<td>EDL 602 Linguistics for Teachers</td>
</tr>
<tr>
<td>EDL 603 Methods of Teaching TESOL PreK-12</td>
</tr>
<tr>
<td>EDL 604 Emergent Literacy for English Language Learners for PreK-12</td>
</tr>
<tr>
<td>EDL 605 Content Literacy for English Language Learners PreK-12</td>
</tr>
<tr>
<td>EDD 612 Sociocultural Development</td>
</tr>
<tr>
<td>EDL 606 Assessment of Language Learners</td>
</tr>
<tr>
<td>EDD 630 Educational Seminar I</td>
</tr>
<tr>
<td>EDP 675 Issues in Bilingualism in Special Education and Inclusive Classrooms</td>
</tr>
<tr>
<td>EDD 631 Educational Seminar II</td>
</tr>
<tr>
<td>EDL 607 TESOL Supervised Practicum</td>
</tr>
</tbody>
</table>
Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

**Task 7. Field Experience and Student Teaching**

a) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

- is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;
- is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and
- provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.

b) List courses that require field experiences*:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 624</td>
<td>Social Foundations of Secondary Education</td>
<td></td>
<td></td>
<td>20 hours</td>
</tr>
</tbody>
</table>

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

c) List courses that require college-supervised student-teaching experiences*:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>No. of Full School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
<td>Rachel Grant</td>
<td>Pre-K-12</td>
<td>40 days</td>
</tr>
</tbody>
</table>

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.
This application is for New York degree-granting institutions seeking to register a new program leading to an initial or initial/professional classroom teaching certificate/extensions/annotations. If the proposal is a graduate degree program in a new certification area, in addition to this application form, submit 1) a copy of the program specific External Review form completed by a recognized expert in the field who has been approved in advance by the State Education Department; and 2) the institution's response.

Note: Do not use for applications for new programs leading to Transitional B, Transitional C, Professional, Educational Leadership or Pupil Personnel Services certification.

Under certain circumstances, proposed programs may require amendment of the institution’s master plan and/or charter or certificate of incorporation, in addition to program registration.

Master Plan Amendments
Approval of a master plan amendment is required when the institution seeks initial authorization to award a degree; offers its first program at a new level of study; establishes a branch campus or inter-institutional program; or establishes at each degree level its first program in each of the 10 general disciplinary areas. Under certain circumstances, proposed programs may require amendment of the institution’s master plan and/or charter or certificate of incorporation, in addition to program registration.

Charter Amendments and Similar Authorizations
The Board of Regents incorporates independent, not-for-profit colleges and universities by issuing a charter, which defines the institution’s legal authority and the location and scope of its programs of study and the degrees it may award. Charter amendments may be needed for such actions as initial authority to award degrees; new degree titles, including degrees at new levels; change of location or establishment of a branch campus; and operation beyond the specified limitations in the existing charter.

A proposal for registration from a proprietary college may require amendment of the college’s certificate of incorporation on file with the Department of State. Such amendments require the consent of the Commissioner of Education. More information about charter amendments and similar authorizations is available online.

Completing and Submitting Your Application
The Office is committed to a review of proposals within 30 working days of receipt. If a proposal is incomplete, or issues are raised, the contact person identified in the proposal will be informed of the specific questions. Once contacted, institutions have 30 working days to provide a comprehensive electronic response to the questions and resubmit the proposal. If the proposal is not resubmitted within 30 working days or if identified items are not adequately addressed in the resubmission, the proposal will be withdrawn from further consideration.

Please submit your application materials via email to the New York State Education Department, Office of College and University Evaluation at:

OCUEedapps@mail.nysed.gov

4. Submit the application, without CVs and Syllabi, as one PDF document.
5. Submit CVs and Syllabi, as required, as separate PDF documents.
6. When submitting to the mailbox, include Institution name, Award, and Program title in the Subject Heading (e.g., AAA College.MAT.Biology 7-12)

CUNY and SUNY institutions: You must contact System Administration for program registration processes, procedures, timelines and applications.
Program registration is based on standards in the Regulations of the Commissioner of Education. Section 52.1 defines the curricula that must be registered. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the chief means by which the Regents support the quality of college and university programs. Please enter the requested information about the proposed program.

### Task 1 Institution and Program Information

<table>
<thead>
<tr>
<th>Institution Information</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Institution Name:</strong></td>
<td>College of Staten Island</td>
</tr>
<tr>
<td>Institution Code (6 digits):</td>
<td></td>
</tr>
<tr>
<td><strong>Institution Address:</strong></td>
<td>2800 Victory Blvd</td>
</tr>
<tr>
<td><strong>City:</strong></td>
<td>Staten Island</td>
</tr>
<tr>
<td><strong>State/Country:</strong></td>
<td>NY</td>
</tr>
<tr>
<td><strong>Zip:</strong></td>
<td>10314</td>
</tr>
<tr>
<td><strong>Regents Regions:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Specify campus(s) of the institution where program is offered, if other than the main campus:</strong></td>
<td>Main</td>
</tr>
<tr>
<td><strong>Specify any other additional campus(s) where the program is offered besides the ones selected above:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>If any courses will be offered off campus, indicate the location and number of courses and credits:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>If the program will be registered jointly with another institution, please provide the partner institution’s name:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td>Program Information for New Programs</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Program Title:</strong></td>
<td>TESOL</td>
</tr>
<tr>
<td><strong>Degree Award:</strong></td>
<td>Certificate</td>
</tr>
<tr>
<td><strong>HEGIS code:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>21 credits</td>
</tr>
</tbody>
</table>

If program is part of a dual degree program, provide the following information:

| Program Title: | n/a |
| **Degree Award:** | |
| **HEGIS code:** | |

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

<table>
<thead>
<tr>
<th><strong>Section III. Contact Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of contact person:</strong></td>
</tr>
<tr>
<td><strong>Title of contact person:</strong></td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
</tr>
<tr>
<td><strong>Fax:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
</tr>
</tbody>
</table>

*The CEO/Chancellor/Provost should inform this department in writing when there is a change in the designated person.*
Program registration is based on standards set forth in Part 52.1 and 52.2 of the Regulations of the Commissioner of Education. In addition, Section 52.21 provides information specific to the registration of curricula in teacher education and educational leadership. The Department registers individual curricula rather than the institution as a whole, but the registration process addresses major institutional elements. It is the primary means by which the Regents support the quality of college and university programs.

### Task 2. Program Information and Sample Program Schedule
Please enter the requested information about the proposed program.

#### 1. Program Format
Check all program scheduling and format features that apply: (See [definitions](#))

- **a) Format:**
  - [ ] Day
  - [x] Evening
  - [ ] Weekend
  - [ ] Evening/Weekend
  - [ ] Not Full-Time

- **b) Mode:**
  - [x] Standard
  - [ ] Independent Study
  - [ ] External
  - [ ] Accelerated
  - [ ] Distance Education

(To register a program with the Distance Education format submit a Distance Education Application for Teacher Education with this proposal)

- **c) Other:**
  - [ ] Bilingual
  - [ ] Language Other Than English
  - [ ] Upper Division Program

#### 2. Program Description and Purpose

- **f) Provide a brief description of the program as it will appear in the institution's catalog. Include the philosophy, purpose, and specific career objectives of the program.**

  *Answer:* The proposed Teaching of English to Speakers of other Languages (TESOL) Master’s level program will prepare teacher candidates to be certified to teach English language learners (ELLs) in public and private schools. This program will lead to New York State TESOL PreK-12 teacher certification. It will provide two pathways to NYS TESOL certification. Teacher candidates with initial teaching certification will be able to attain professional certification by completing a Masters in TESOL and those who have already completed an education Masters will be able to qualify for an extension certificate in TESOL by completing the six courses in the Advanced Certificate program.

- **g) Identify each initial or initial/professional certificate title for which the institution would like the authority to recommend as a result of registration of this proposed program. Be specific and identify each certificate title by name, i.e. Biology 7-12 initial/professional; Earth Science 7-12 initial/professional; 5-6 Extension initial/professional.**

  *Answer:* Advance Certificate TESOL Professional

- **h) What is the documented need for this program?**

  *Answer:* With the purpose of better serving the communities on Staten Island and in Brooklyn, the School of Education at the College of Staten Island proposes the development of a Master's level and Advanced Certificate TESOL program that will lead to NYS TESOL PreK-12 certification, while preparing teacher candidates to be highly qualified in the instruction of English as a second language (ESL) in public and private schools.

  Staten Island has nearly half a million residents and is part of one of the most important and diverse cities in the world. As with all communities in a time of recession and high unemployment, social problems abound. Like most urban areas, Staten Island also has many assets. What is most remarkable about Staten Island at this juncture is its unequalled growth in population. In the period from 2000 to 2009 the population increased by 10.8% as compared with a 3% increase in New York State. In terms of race and ethnicity, Staten Island boasts the most rapidly diversifying population of the five boroughs. Staten Island has experienced an enormous influx of new immigrants who speak a wealth of primary languages. The borough is home to refugees escaping civil war and
political oppression, as well as immigrants seeking relief from economic hardship or greater opportunity. Chinese, Haitians, Koreans, Mexicans, Nigerians, Pakistanis, Poles, and Russians all have substantial vibrant communities in the borough. Staten Island claims one of the biggest Liberian communities in the United States and has the second largest Albanian mosque in the country. The Asian population of the borough has risen to 8.3%, and the Latino population to 17.3% (U.S. Census, 2010). While these newcomers bring with them cultural diversity that has enriched the community, they also need resources that will assist them to thrive in their new home community. High in priority are appropriate educational services that address the linguistic needs of their children.

i) Provide evidence of formal relationships that the program and its faculty have with partnering schools that illustrate how the institution and partnering schools have collaborated for the purpose of improving the preparation of teachers and or educational leaders including the field, student teaching and educational leadership internship experiences. For the proposed program, provide prospective plans for how the faculty intends to collaborate with partnering schools and how the partnering schools could benefit from this relationship.

Answer: In order to acquire a more inclusive picture of the need for ESL teachers in Staten Island’s schools and a sense of the level of enthusiasm with which a TESOL program would be met by school administrators, E-mail surveys were sent to principals and assistant principals at 52 (34 elementary, 3 middle, and 14 high schools) of the 74 public schools on Staten Island. The survey included the following questions (Appendix A):

(7) Do you feel that you have enough ESL teachers?
(8) What do you project your needs for ESL teachers will be in the future?
(9) Do you see a need for an ESL teacher preparation program at CSI?

Twenty-two schools replied (11 elementary, 3 middle, and 6 high (Appendix B)). Generally, the responses were positive. Of the 22 responses to the first question, eight reported that they currently need ESL teachers, 13 did not, and one did not respond to the question. To the second question, 19 administrators responded that they saw a need for ESL teachers in the future, one did not, and two did not respond to this question. To the third question, as to whether a TESOL program at CSI would be well received, 19 responded in a range between enthusiastic and somewhat positive. Only one responded negatively and two did not respond to the question. Based on this small but representative sample, it can be said with some certainty that a TESOL program at CSI would fill a demonstrable need and be met with an overwhelmingly positive response from the administrators in the Staten Island schools.

Submit examples of existing agreements and plan for collaboration for the proposed program as an addendum to the application.

n/a

j) What are the anticipated Year 1 through Year 5 enrollments?

Answer:

<table>
<thead>
<tr>
<th>Year</th>
<th>New Certificate Students</th>
<th>Total Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>2015-2016</td>
<td>10</td>
<td>69</td>
</tr>
<tr>
<td>2016-2017</td>
<td>12</td>
<td>76</td>
</tr>
<tr>
<td>2017-2018</td>
<td>15</td>
<td>83</td>
</tr>
<tr>
<td>2018-2019</td>
<td>15</td>
<td>87</td>
</tr>
</tbody>
</table>
### 3. Sample Program Schedule

**e)** Complete the [Undergraduate Program Schedule Table](#) (for undergraduate programs) or the [Graduate Program Schedule Table](#) (for graduate programs).

**f)** If the program will be offered through a nontraditional schedule, provide an explanation of the schedule, including its impact on financial aid eligibility.

*Answer: n/a*

**g)** Confirm that for each (one) credit there is at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments.

[ ] Yes [ ] No  If no, explain:

**h)** Only for master's degree programs, as required under §52.2(c)(8), research or a comparable occupational or professional experience shall be a component of each master's degree program. This normally includes at least one of the following: passing a comprehensive test, writing a thesis based on independent research or completing an appropriate special project. Identify how this requirement is met, including course number if applicable.

*Answer: EDD 631 - Master's Project; EDL 607 - Field Work*
## Graduate Program Schedule Table

- Indicate **academic calendar** type: [ ] Semester [ ] Quarter [ ] Trimester [ ] Other (describe):
- Label each term in sequence, consistent with the institution’s academic calendar, e.g., Fall 1, Spring 1, Fall 2.
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall Semester 1</th>
<th>Credits per classification</th>
<th>Term: Spring Semester 1</th>
<th>Credits per classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>EDD 624 Multicultural/Multiethnic Foundations of Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 601 Bilingualism and Second Language Acquisition: Theory and Research</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong> 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term: Fall Semester 2</td>
<td>Credits per classification</td>
<td>Term: Spring Semester 2</td>
<td>Credits per classification</td>
</tr>
<tr>
<td>Course Number &amp; Title</td>
<td>Cr</td>
<td>LAS</td>
<td>Maj</td>
</tr>
<tr>
<td>EDL 604 Emergent Literacy for English Language Learners for PreK-12</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>EDL 602 Linguistics for Teachers</td>
<td>3</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong> 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Program Totals:**

- **Credits:** 21
- **Liberal Arts & Sciences:**
- **Major:** 21
- **Elective & Other:**

- **Cr:** credits
- **LAS:** liberal arts & sciences
- **Maj:** major requirement
- **New:** new course
- **Prerequisite(s):** list prerequisite(s) for the noted courses
## Task 3. Faculty

<table>
<thead>
<tr>
<th>d) Complete the faculty tables that describe Full-Time Faculty Table, Part-Time Faculty Table, and/or Faculty to be Hired Table, as applicable. If the proposed programs are to be offered at multiple campuses, please submit the faculty tables for each campus. Please see Guidance regarding faculty qualifications.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) Submit individual faculty curricula vitae for each instructor in the proposed program as an addendum to this application.</td>
</tr>
</tbody>
</table>
| f) What is the institution's definition of "full-time" faculty?  

*Answer*: Tenured and tenure-track faculty.
**Full-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>List All Earned Degrees &amp; Disciplines (include College/University). Disciplines must be identified.</th>
<th>Additional Qualifications: list related certifications/licenses; professional experience; scholarly contributions, etc.</th>
<th>Program Courses (Course Number and Title) Must be Listed</th>
<th>Percent Time to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Jonathan Smith, Assistant Professor Program Director</td>
<td>Example: Ph.D. in Curriculum and Instruction, Syracuse University M.A. in Special Education, College of Saint Rose B.A. in English, University at Albany</td>
<td>Example: Special Education N-12 certificate Smith, J. (2011) Teaching Students with Special Needs. Journal of Special Needs, 3 (6), 226-241.</td>
<td>Example: EDU 301: Teaching Students with Disabilities</td>
<td>Example: 60%</td>
</tr>
<tr>
<td>Kenneth Gold, Associate Professor and Interim Dean of Education</td>
<td>PhD, University of Michigan in American History (History of Education)</td>
<td>Experience teaching the social foundations of education for secondary education at the undergraduate level; urban education and leadership at the graduate level</td>
<td>EDS 201, EDS 401</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>David Kritt, Associate Professor</td>
<td>PhD, CUNY Graduate Center in Developmental Psychology</td>
<td>Experience teaching the social foundations of education for secondary at the undergraduate level; advanced child psychology, psychology of adolescence, and social impact of technology at the graduate level.</td>
<td>EDS 202</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Vivian Shulman, Associate Professor</td>
<td>PhD, CUNY Graduate Center in Educational Psychology</td>
<td>Experience teaching advanced psychological development and educational research on the graduate level</td>
<td>EDS 201, EDS 202</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Greg Seals, Associate Professor</td>
<td>PhD, Georgia State University in Social Foundations of Education</td>
<td>Experience teaching the social foundations of education for secondary education at the undergraduate level</td>
<td>EDD 624</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Igor Arievitch, Professor</td>
<td>PhD, Moscow State University in Developmental and Instructional Psychology</td>
<td>Experience teaching psychological foundations of education on the undergraduate level and advance psychological development of childhood and adolescence on the graduate level</td>
<td>EDD 612</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Eleni (Nelly) Tournaki, Associate Professor</td>
<td>PhD, New York University, Education Psychology, Special Education</td>
<td>Experience teaching special education at the graduate level</td>
<td>EDP 675</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Rachel Grant, Associate Professor</td>
<td>PhD, University of Maryland at College Park, Curriculum and Instruction</td>
<td>Experience teaching TESOL at the graduate and undergraduate level; experience in program development</td>
<td>EDD 624</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td><strong>Faculty Member Name and Title</strong> (include and identify Program Director)</td>
<td><strong>List All Earned Degrees &amp; Disciplines</strong> (include College/University). <strong>Disciplines must be identified.</strong></td>
<td><strong>Additional Qualifications:</strong> list related certifications/licenses; professional experience; scholarly contributions, etc.</td>
<td><strong>Program Courses (Course Number and Title) Must be Listed</strong></td>
<td><strong>Percent Time to Program</strong></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Liqing Tao, Associate Professor</td>
<td>PhD, University of Georgia, Reading Education</td>
<td>Experience teaching literacy at the graduate and undergraduate level</td>
<td>EDL 604, EDL 605</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Fumio Someki, Assistant Professor</td>
<td>PhD, University of Minnesota in Educational Psychology</td>
<td>Experience teaching special education at the graduate and undergraduate level</td>
<td>EDP 675</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Chris Hale, Assistant Professor</td>
<td>PhD, City University of New York, Graduate Center in Urban Education</td>
<td>Experience teaching special education at the graduate and undergraduate level</td>
<td>EDP 675</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Sarah Benesch, Professor</td>
<td>PhD, New York University, Applied Linguistics</td>
<td>Experience teaching applied linguistics at the graduate and undergraduate level</td>
<td>EDL 601</td>
<td>Full Time but Part Time in Program</td>
</tr>
<tr>
<td>Rebecca Curinga, Assistant Professor</td>
<td>PhD, City University of New York, Graduate Center in Linguistics</td>
<td>Experience teaching linguistics at the graduate and undergraduate level</td>
<td>EDL 601, EDL 602</td>
<td>Full Time in Program</td>
</tr>
</tbody>
</table>

**Part-Time Faculty Table**

**Note:** Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on part-time faculty members who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.
If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Assignments</th>
<th>Course</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
**Task 4. Resources**

**Resources, Facilities and Academic Support Services**

**d)** Complete the New Resources Table. If no new resources are identified as needed for the proposed program, describe why none are needed.

*Answer:* We will use existing resources and facilities on campus.

**e)** What library resources will be added to support this program?

*Answer:* We will use existing library resources.

**f)** Describe the academic support services provided by the institution and highlight those services specifically designed for students within this program to ensure their success.

*Answer:* The program will rely on existing resources. Directors and participating faculty will hold regular office hours to advise students in the program. We will also contact academic advising, student services, and other relevant offices with information about the program.

**New Resources Table n/a**

List new resources that will be engaged specifically as a result of the new program (e.g., a new faculty position or additional library resources). New resources for a given year should be carried over to the following year(s), with adjustments for inflation, if they represent a continuing cost.

<table>
<thead>
<tr>
<th>New Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other Than Personal Service)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total all</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Task 5. Admissions and General Education and Content Cores

1. Admissions

e) List all program admission criteria and provide the program’s checklist or other documentation the institution uses to verify these requirements are met. Be specific. This checklist may be pasted into the answer below.

Answer: Candidates must complete the courses required for a New York State initial certificate in early childhood, childhood or adolescence education or its equivalent from another state. Official transcripts and a copy of the certificate must be submitted when it is received from the New York State Department of Education. Candidates must also have a baccalaureate degree in a liberal arts and sciences major, or 36 credits in a liberal arts and sciences concentration, and an overall grade point (GPA) at or above 3.0 (B).

Candidates must have completed at least 12 semester hours of a language other than English.

International candidates must hold a credential that we evaluate to be comparable to a four-year bachelor’s degree from a regionally accredited university or college in the United States. Official documents must be issued by the degree-granting institution.

International students must have full command of academic English at the graduate level in order to be successful throughout their studies. All applicants from non-English speaking countries are required to take an English proficiency examination and meet minimum scores set by CSI in order to be considered for admission. The Test of English as a Foreign Language (TOEFL), Pearson Test of English, International English Language Testing System (IELTS) exams can be used to meet this requirement.

Applications are accepted for fall and spring semesters. All applications must include two academic or professional letters of recommendation, a one- or two-page personal statement that discusses the academic, teaching, and/or work experiences that have led them and prepared the applicant to pursue graduate study in education. All applicants must complete the graduate application form and participate in an individual interview.

f) Describe the process for evaluating exceptions to these requirements.

Answer: The Admissions Committee reviews all “appeals” for admission into the program. Candidates with GPAs below 3.0 but above 2.5 may submit a letter to the program coordinator; however, such appeals will be granted only under extraordinary circumstances. Candidates appealing for admission must present documentation demonstrating their ability to succeed in the program and may be required to take up to 24 credits in undergraduate liberal arts or sciences courses, as prescribed by the program coordinator, in which they must earn grades no lower than 3.0 (B).

g) Complete only if the proposed program leads to a Literacy Birth -6 or Literacy 5-12 certificate. Please check that the program meets the following requirement:

- ☐ The program requires candidates to have completed the requirements for an initial classroom teaching certificate in another certificate title, as a pre-requisite for admission.

- ☐ The program leads to a master or doctorate degree.

2. General Education Core in the Liberal Arts and Sciences.

a) Verify that the program has ensured that candidates are prepared with knowledge, understanding, and skills in the liberal arts and sciences, including but not limited to each of the following (please check) and that the program can provide evidence of this verification process upon request.

- ☐ artistic expression
- ☐ humanities
- ☐ concepts in history and social sciences
- ☐ a language other than English
- ☐ written analysis and expression
- ☐ scientific and mathematical processes
- ☐ Information retrieval
- ☐ communication

b) Explain how the Liberal Arts and Sciences School Faculty were involved in the development of this proposal. Explain and provide evidence of on going collaboration with the Liberal Arts and Sciences and Education Faculties to ensure that the liberal arts and science curriculum is aligned with the NYS Learning Standards and Common Core Curriculum to support the candidate’s content knowledge preparation for P-12 instruction. This information may be
The students in this program will have received their Bachelor's degree prior to enrolment.

**Common Core Structure:**

I. Required Core: 12 credits
   D. 6 credits of "English Composition" (RECR)
   E. 3 (or more) credits of "Mathematical and Quantitative Reasoning" (RMQR)
   F. 3 (or more) credits of "Life and Physical Sciences" (RLPR)

II. Flexible Core: 18 credits

Students must take six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field. The five areas are:

F. World Cultures and Global Issues (FWGR)
G. U.S. Experience in its Diversity (FUSR)
H. Creative Expression (FCER)
I. Individual and Society (FISR)
J. Scientific World (FSWR)

III. The College Option (COPR – College Regular Liberal Arts) (COPN – College Option Non Liberal Arts): 12 credits

The "College Option" allows a Baccalaureate-granting institution, such as the College of Staten Island, to require up to an additional 12 credits for general education. For transfer students, this requirement can be reduced to 6 or 9 credits. For some students in majors that are accredited by outside agencies these credits may not be required.

Specifics of the Pathways Framework at the College of Staten Island:

The guiding principle of the College of Staten Island's Pathways Framework is to retain the current CSI general education program with as little loss and disruption as possible. Specifically, the General Education Committee believes that BS programs (excepting the BS in Art, Business with International Business concentration, Communications, Dramatic Arts, Music, and Social Work), which do not currently include a language requirement, should not be obliged to add a new component to the existing general education provisions.

### 3. Content Core

a) List the liberal arts and sciences majors or concentrations that meet the content core requirements. If the program leads to more than one certificate title, as in Adolescent Education, clearly associate the major the institution will accept for each certificate title.

*Answer: n/a*

b) Complete only if the proposed program leads to the **Social Studies grade 5-9 or 7-12 certificate**. Please check that the acceptable major(s) meet(s) the following requirement:

- The program shall ensure the acceptable major(s) include(s) study in economics, government, and a total of at least 21 semester hours of study in the history and geography of the United States and the world.

c) Indicate how the program ensures that candidates are prepared with a content knowledge base for assisting students in meeting the State Learning Standards.

*Answer: Evaluation of the TESOL program will be achieved through multiple means. One important and highly reliable measure will be the attainment and maintenance of TESOL/CAEP -Council for the Accreditation of Educator Preparation [previously NCATE (National Council for the Accreditation of Teacher Education)] certification. This requires that the program design its course assignments and other evaluations of course and field experiences so as to provide sufficient and adequately high quality data to satisfy TESOL/NCATE (CAEP) standards and become a nationally accredited program.*
In order to meet standards for national accreditation, the program will meet TESOL/NCATE (CAEP) standards for teacher preparation in the following domains:

1. Language as a system and language acquisition and development
2. Culture as it affects student learning
3. Planning and Implementing, ESL and Content Instruction
4. Assessment for English language learners
5. Professionalism

Across the sequence of prescribed courses, standards within each of these domains will be met and exceeded. The new edTPA for TESOL is based on teachers’ performance in these domains and program activities will be structured to build capacity among candidates.

Additionally, the program will convene annual focus groups, in which teacher candidates will be asked to share their perspectives on the value of the program and their suggestions for program improvement. Focus group discussions will also serve to assess the program’s effectiveness at influencing teacher candidates’ attitudes and dispositions, relative to ELL students and their families and their duties as ESL teachers. Another method of evaluation will be to survey alumni one year after graduation. This will provide the program with data showing its effectiveness, as perceived in retrospect, after a year of teaching in the field. A year of teaching will help former participants evaluate the actual effectiveness of the program in light of a year of application.

Finally, administrators in schools where program alumni teach will be surveyed to determine their perspectives on the quality of preparation provided by the program. Combined, these evaluation tools will provide faculty effective feedback to inform program development and improvement.

At the system-wide level, the City University of New York (CUNY) mandates periodic reviews for every academic program at every CUNY campus. The Guidelines for Academic Self-Studies at the College of Staten Island were revised in 2010 to require the inclusion of an outcomes assessment plan as part of the self-study process, and were vetted by the Academic Outcomes Assessment Committee (AOAC) and the Provost’s Council. Successful completion of a self-study is reported to the respective Academic Dean, the Provost, and the CUNY Office of Academic Affairs as part of the Performance Management Process. A copy of the completed self-study is submitted to the Office of Institutional Research and Assessment (OIRA) for archiving; the accompanying external reviewers’ reports, program action plan and follow-up report are also submitted to these same bodies.

Historically, academic program reviews at CSI have aimed for a ten year cycle, although many programs with external accreditation are required to engage in self-studies more frequently by their accreditors. An Academic Self-Study calendar maintained by the OIRA provides an overview of the self-study activity across the College, and allows for forward planning of self-study efforts. The College recently moved to increase the frequency of the self-study cycle to approximately seven years (from the College of Staten Island, CUNY Assessment Plan, Fall 2011). New programs will be evaluated more frequently.

The self-study process contains four components generally completed over a 12-18 month timeframe as follows:

1. A Departmental self-study review,
2. A review of the program by external evaluators (a one-day visit during which the evaluators meet with faculty, students, and staff to survey the program), who generate a report evaluating all aspects of the program,
3. A response to the evaluator’s report, and
4. A ‘closing the gap’ report by the department, prepared one year after the external review, to summarize the implementation of any changes that were suggested during the review by the evaluators.

Prior to the start of any self-study, the Dean meets with the staff to discuss the self-study process. The coordinator of the review is provided with materials prepared to facilitate the process:

1. CSI Guidelines for Academic Self-Studies (Appendix E)
2. CSI Guidelines for External Reviewers
3. Self-study overview – a message from the Dean’s office (includes a link to the OIRA website, where
In addition to these materials, the Dean’s Office provides administrative support in coordinating the logistics of scheduling the review and adhering to the timeline agreed upon at the outset of the process.

d) Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Generalist certificate**. Indicate how the program meets the following requirements:

- the program shall ensure that the candidate has completed a minimum of six semester hours in each of the following subject areas (total 24 semester hours): mathematics, English language arts, social studies and science;

  *Answer:*

  and

  the candidate has sufficient pedagogical skills to teach these subjects (mathematics, English language arts, social studies and science).

  *Answer:*

f) Complete only if the proposed program leads to a **Teaching Students with Disabilities 7-12 Subject Area Extension**. Indicate how the following requirement is met for each proposed extension:

- At least 18 semester hours of study or its equivalent in the subject area of the extension sought.

  *Answer:*

  - For the Students with Disabilities Social Studies extension, the candidate shall complete the 18 semester hours through a combination of study in United States history, world history and geography.

  *Answer:*

### Task 6. Pedagogical Core Coursework

**a)** In the Pedagogical Core Courses Table Pedagogical Core Courses Table, list all pedagogical courses in the proposed program. The Pedagogical Core Courses Table is designed for a program leading to a **single certificate** or **multiple certificates**. See example on Pedagogical Core Courses Table for an inclusive childhood education program leading to Childhood Education 1-6 (Cert Code: 02) and Teaching Students with Disabilities 1-6 (Cert Code: 06).

Please use the following steps as a guide to completing the Pedagogical Core Courses Table.

**Step 1:**
In the first four columns, identify each pedagogical course by course number, title, number of credits, required (R) or elective (E), and the instructor(s)/status (full-time or part-time). See example on Pedagogical Core Courses Table.

**Step 2:**
Use the Certification Area Codes listed immediately below to identify the certificate area(s) the program leads to and insert the certificate area number code(s) in the Cert Code column(s). For example, if a program prepares candidates for certification in Childhood Education 1-6 and Teaching Students with Disabilities Childhood 1-6, mark 02 and 06 in the Cert Code columns. See example on Pedagogical Core Courses Table.
Certification Area Code
01. Early Childhood Education
02. Childhood Education
03. Middle Childhood Education
04. Adolescence Education
05. Teaching a Special Subject
06. Teaching Students with Disabilities in Early Childhood and Childhood
07. Teaching Students with Disabilities 7-12 Generalist
08. Teaching Students Who are Deaf or Hard-of-Hearing
09. Teaching Students Who are Blind or Visually Impaired
10. Teaching Students with Speech and Language Disabilities
11. Teaching English to Speakers of Other Languages
12. Literacy
13. Teaching the Career Field
14. Teaching a Specific Career and Technical Subject
15. Library Media Specialist
16. Educational Technology Specialist
17. Bilingual Education Extensions*
18. Bilingual Education Extensions**
19. Grades 5 and 6 Extensions
20. Grades 7 through 9 Extensions
21. Gifted Education Extensions
22. Coordination of Work-based Learning Programs Extensions
23. Teaching Students with Disabilities Extensions; Mathematics; English Language Arts; Biology; Chemistry; Earth Science; Physics; Social Studies; Language other than English in either (grades 5-9) or (grades 7 through 12)
24. Teaching Students with Severe or Multiple Disabilities Annotations

* Bilingual education extensions for all with exception of library media specialist and educational technology specialist.
** Bilingual education extensions for library media specialist and educational technology specialist.

Step 3:
Using the Roman numerals embedded in the Certification Area Codes above, identify the general and program-specific pedagogical core requirements addressed by the course and insert the Roman numerals corresponding to the requirements in the appropriate columns. See example on Pedagogical Core Courses Table and further instruction in the guidance document. The general and program-specific requirements can be found by clicking on the link to each certification area.

NOTE: The Roman numerals found in the Certification Area Codes (e.g., ii, vi, vii,) reflect the regulatory requirements for each certificate title. However, the Roman numerals used in the table and found in the links do not always align with the Roman numerals in Section 52.21. For purposes of completing the Pedagogical Core Courses table, please use only the Roman numerals found within the Certification Area Codes linked above.

b) Provide a description of each existing pedagogical course for this program as it appears in the college catalog. The course description of each existing pedagogical course for this program should be pasted in the “Answer” below.

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

Answer: Provided.

c) Submit syllabi for each new course as an addendum to this application. Syllabi should include a course description and identify course credit, objectives, topics, student outcomes, texts/resources and the basis for determining grades

NOTE: Each course that has been identified as meeting the general/program-specific requirement(s) of the pedagogical core must have a course description which reflects alignment with the regulatory requirements.

h) Graduate level programs preparing candidates for a second certificate sometimes waive specific general pedagogical core requirements because the requirement was met in a previous teacher preparation program. If waiving such requirements, identify by Roman numeral from the Certification Area Code table, those being waived.

Roman numerals: n/a

Additionally, please provide the criteria used, and applied uniformly to determine if the general pedagogical core requirements may be waived.

Answer: n/a
Pedagogical Core Courses Table

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credit</th>
<th>R/E</th>
<th>Instructor(s) / Status</th>
<th>Pedagogical Core Requirements (PCR) Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 624 Multicultural/Multiethnic Foundations of Education</td>
<td>3</td>
<td>R</td>
<td>Full</td>
<td>(i); (viii); (xii)</td>
</tr>
<tr>
<td>EDL 601 Bilingualism and Second Language Acquisition: Theory and Research</td>
<td>3</td>
<td>R</td>
<td>Full</td>
<td>(vi)</td>
</tr>
<tr>
<td>EDL 602 Linguistics for Teachers</td>
<td>3</td>
<td>R</td>
<td>Full</td>
<td>(iv)</td>
</tr>
<tr>
<td>EDL 603 Methods of Teaching TESOL PreK-12</td>
<td>3</td>
<td>R</td>
<td>Full</td>
<td>(v); (vi); (ix)</td>
</tr>
<tr>
<td>EDL 604 Emergent Literacy for English Language Learners for PreK-12</td>
<td>3</td>
<td>R</td>
<td>Full</td>
<td>(iv); (vi); (ix)</td>
</tr>
<tr>
<td>EDL 605 Content Literacy for English Language Learners PreK-12</td>
<td>3</td>
<td>R</td>
<td>Full</td>
<td>(v); (vi)</td>
</tr>
<tr>
<td>EDL 606 Assessment of Language Learners</td>
<td>3</td>
<td></td>
<td>Full</td>
<td>(vii)</td>
</tr>
</tbody>
</table>

*Based on regulations, General Pedagogical Core Requirements (PCR) are applicable to all programs with exception of a) programs leading exclusively to initial certificates valid for teaching a specific career and technical subject; and b) programs leading exclusively to extensions/annotations.

Task 7. Field Experience and Student Teaching

d) Please check that each requirement for field experience, student teaching and practica meet the following regulatory requirements:

- ☒ is consistent with the program's philosophy, purposes and objectives and carefully selected and planned by program faculty, with learning outcomes specified and their achievement regularly evaluated;

- ☒ is accompanied by coursework or seminars and supervised by one or more faculty who participate actively in the program and in program development, and who have training and skills in supervision and the expertise to provide supervision related to content and pedagogy. Full-time faculty shall participate in supervising students during their student-teaching or practica experiences; and

- ☒ provides candidates with experiences in a variety of communities and across the range of student developmental levels of the certificate, experiences practicing skills for interacting with parents or caregivers, experiences in high need schools, and experiences with each of the following student populations: socioeconomically disadvantaged students, students who are English language learners and students with disabilities.
**e) List courses that require field experiences***:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDD 624</td>
<td>Social Foundations of Secondary Education</td>
<td></td>
<td></td>
<td>20 Hours</td>
</tr>
</tbody>
</table>

*Based on regulations, field experiences are not applicable to programs leading exclusively to the following extensions: 1) 5-6 extensions; 2) 7-9 extensions; and 3) coordination of work-based/discipline-specific and diversified learning programs extensions.

**f) List courses that require college-supervised student-teaching experiences***:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Grade Level</th>
<th>No. of Full School Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL 607</td>
<td>TESOL Supervised Practicum</td>
<td>PreK-12</td>
<td></td>
<td>40 days</td>
</tr>
</tbody>
</table>

*Based on regulations, student-teaching experiences are not applicable to programs leading exclusively to extensions/annotations.