

Teaching English to Speakers of Other Languages (TESOL) Master of Arts

Course Descriptions

CSED 540 Foundations, Theory and Practice of Bilingual and Special Education (3 credits)

The purpose of this course is to provide the history, philosophy and legal/judicial underpinnings of bilingual/multicultural and TESOL general and special education in America. It will examine principles, policies, court decisions and legislation at the local, state and federal levels as well as provide a review of relevant program designs, models, research and practices that focus on high quality standards-based education for linguistically diverse learners at the early childhood, elementary, middle grade and secondary education levels. Required Fieldwork: Ten hours of fieldwork observation.

CSED 541 Curriculum, Assessment and Methods of Teaching English as a Second Language in General and Special Education (3 credits)

This course examines the methods, materials and assessment criteria used to teach English as a second language to limited English proficient students, including those with disabilities, early childhood, elementary, middle grade and secondary education levels to meet the English as a Second Language Learning Standards (listening, speaking, reading and writing) and the assessment requirements in the state of New York. Required Fieldwork: Ten hours of fieldwork observation.

CSED 543 Methods of Teaching Core Subject Areas in the Native Language and English in General and Special Education (3 credits)

Methods, materials and assessment criteria used to teach core subject areas in the native language and English to limited English proficient students, including those with disabilities. Focus will be given to meet the language arts modalities (listening, speaking, reading and writing) for Native Language (NL) and English as a Second Language (ESL) instruction in the content areas of Mathematics, Science, and Social Studies, as indicated in the NYS Common Core Learning Standards for grades Pre K-12. Required Fieldwork: Ten hours of fieldwork observation.

CSED 544 Assessment Strategies in Bilingual Special Education (3 credits)

Develop competencies in appropriate multidisciplinary assessment techniques for limited English proficient (LEP) children with disabilities. Course performance outcomes will include formal and informal assessment strategies, as well as the development of instructional planning

for Individualized Education Program (IEP) objectives and Present Level of Educational Performance (PLEP) statements. Topics include the incorporation of The Individual Family Services Plan (IFSP) for early childhood, elementary, middle grade and secondary students. Required Fieldwork: Ten hours of fieldwork observation.

CSED 546 Curriculum, Assessment and Methods for Teaching English as a Second Language in Teaching Core Subject Areas in General and Special Education II (3 credits)

This course would include the methods, materials, and assessment criteria used to teach core subject areas in English to English learners, including those with disabilities, at the elementary and secondary levels. The focus would be given to meet the linguistic modalities of Listening, Speaking, Reading and Writing for English as a Second Language instruction in the content areas of Mathematics, Science and Social Studies, as indicated in the NYS Learning Standards and the Common Core Bilingual Progressions.

Twenty-five hours of fieldwork: grades K-6, 15 hours; grades 7-12, 10 hours

CSED 547 The Structure of the English Language (3 credits)

This course examines the components of the English language and their relevance to second language acquisition. The course covers an analysis of the structural, social and communicative aspects of English. The practical application of these aspects will be included in order to integrate the aspects of English within the second language classroom context.

CSED 548 Second Language Acquisition and Literacy Development in Core Subject Areas for Second Language Learners (3 credits)

This course covers the fundamentals of the second language acquisition process and its impact on literacy development in core subject areas, including interdisciplinary practices that incorporate the four basic skills: Listening, Speaking, Reading and Writing in English as second language methodologies. There is a focus on reading and writing in Mathematics, Science and Social Studies as indicated in the NYS Learning Standards and Common Core Bilingual Progressions.

Twenty-five hours of fieldwork: grades K-6, 10 hours; grades 7-12, 15 hours

CSED 549 Supervised Student Teaching in a TESOL Setting (K – 6, 7 – 12) (3 credits)

This course provides the opportunity for supervised practicum teaching in a TESOL setting grades K-6 and 7-12. Concurrent weekly seminar, individual conferences, reports,

self-evaluation, and content reading strategies are included. The practicum would consist of a minimum of 20 days (10 days in a K-6 setting and 10 days in 7-12 setting).

CSS 590 Special Education Pedagogy Grades 1 – 6 (3 credits)

In this course the development, application, and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials to implement an interdisciplinary curriculum and enhance the learning for students in grades 1-6 with diverse needs in an inclusive setting. Students will be required to work with an individual or group of children throughout the course to develop differentiated instruction based on the standards of the curriculum. This course requires 10 hours of fieldwork.

OR

CSS 595 Special Education Pedagogy Grades 7 – 12 (3 credits)

In this course the development, application and implementation of differentiated curriculum based on research findings will be utilized. Students will focus on advanced techniques of pedagogical practice, learning styles, multiple intelligences, and the selection and creation of instructional materials for adolescent students with diverse needs in an inclusive setting. Students will be required to work with an individual or group of adolescents throughout the course to develop differentiated instruction based on the standards of the curriculum. This course requires 10 hours of fieldwork.

CSS 600 Special Issues in Teaching Diverse Students: Family, School and Community (3 credits)

This course will help students develop the insights and skills needed to work with families of diverse learners. The culture of the school and its impact on families will be explored. Students will learn to work and collaborate with multicultural communities and differing family structures. Emphasis will be placed on collaborative approaches, improving communication in culturally and linguistically diverse contexts, skills for conferencing with parents of children with diverse needs, and an understanding of concerns of the parents. Community involvement and resources will also be explored. Student will develop an outreach project to parents and/or the community.

CSL 540 Language and Literacy Acquisition (3 credits)

This course provides an exploration of early language and literacy development, and implications for instruction for young children (ages 21506). How children learn to read and write will be analyzed from child development and emergent literacy perspectives. Developmentally appropriate teaching practices and family literacy partnerships will be discussed as methods to support children's learning experiences. An analysis of the cognitive factors, including attention, memory, associative learning and self-regulation, will be studied as they relate to language and reading acquisition. The role of cognitive development and social interaction will be explored as complementary processes that work together to promote the child's intellectual growth through the application of constructivist approaches. The cognitive processing predictors that lead to language and reading disorders will be studied as a means to early intervention.

Proposed Course Schedule for MA in TESOL

Fall CSED 540
 CSED 547

Intersession CSED 541

Spring CSED 546
 CSL 540

Summer I CSED 543

Summer II CSED 544

Fall CSED 548
 CSS 590/595

Spring CSED 549

Summer II CSS 600