

**UNIVERSITY SENATE**

**UNIVERSITY AT ALBANY  
STATE UNIVERSITY OF NEW YORK**

Introduced by: Graduate Academic Council  
University Planning & Policy Council

Date: December 2005

**PROPOSAL TO ESTABLISH A GRADUATE CERTIFICATE PROGRAM IN  
ENGLISH AS A FOREIGN LANGUAGE**

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approve the attached Proposal to Establish a Graduate Certificate Program in English as a Foreign as approved by the Graduate Academic Council and University Planning & Policy Council.
2. That this proposal be forwarded to the President for approval.

## **English as a Foreign Language (EFL) Graduate Certificate (16 credits)**

### **Introduction**

The Department of Educational Theory and Practice proposes an ***EFL Graduate Certificate Program*** beginning the fall semester of 2006. This graduate program will be *open to everyone with a graduate degree, or graduate students* who, besides their major, would like to be trained to **teach EFL** overseas, or to international students in U.S. institutions.

The ***EFL Graduate Certificate*** may be awarded in conjunction with an academic major at the graduate level, or to students holding a BA or higher degree. This certificate shows a student's concentration in EFL studies. All courses taken in the curriculum may be applied toward other general and specific graduation requirements. All courses counting toward the certificate must be completed with a grade of B- or better and with an over-all average of B.

### **Rationale**

The Educational Theory and Practice Department offers an MS in TESOL (Teaching English to Speakers of Other Languages) degree (36 credits) which is for students whose *primary career goal* is to become a language teacher. This certificate complements the intent of our MS in TESOL degree because it caters to students whose primary career goal is not necessarily teaching.

***The EFL Graduate Certificate Program*** (16 credits) has been developed to meet the needs of students who pursue degrees in different areas such as business, computer science, economics, social studies or else. At the same time they would like to be obtain a certificate that entitles them to teach English as a Foreign Language overseas, in language schools or at college level in the U.S. if need occurs or they wish to do so.

Students with a degree other than EFL often plan to spend some time overseas where they can support themselves by teaching English as a foreign language. The possession of an EFL Graduate Certificate makes their employment possible by institutions overseas.

This program can also be attractive to students whose native tongue is English but would like to learn more about their own language, and want to help those who do not speak English at a native-like level.

### **Curriculum:**

#### *Course Requirements (16 credits):*

##### **ENG 552/ALIN 552 Approaches to English Grammar (4)**

Traditional and modern methods of syntactic analysis developed and compared. Philosophical, linguistic, and practical problems associated with linguistic description. Texts will normally include a high school grammar and a current (e.g., transformational) treatment of English syntax.

*Course is taught by Professor Ernest Scatton (Anthropology) or Krassimira Rangelova Visiting Associate Professor (Anthropology)*

##### **ETAP 536 Second Language Learning (3)**

Theories of language acquisition, psycholinguistics, and sociolinguistic aspects of second language learning. Effects of age, motivation, learning styles, and personality on language learning processes. Acquisition of reading and writing skills. Prerequisite: Consent of instructor.

*Course is always taught by full time faculty (Istvan Kecskes, Professor, ETAP; Carla Meskill, Associate Professor, ETAP)*

**ETAP 652B Perspectives in Bilingual Education (3)**

Focus is on current research, theory, and practice in bilingual education. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning bilingual education; developmental needs, standards and assessments, methods for promoting engaged and critical reading and speaking in L1 and L2, and the role of culture.

*Course is always taught by full time faculty (Istvan Kecskes, Professor, ETAP)*

**ETAP 501 The Teaching of English to Speakers of Other Languages (3)**

Design of lesson plans, construction of test items: analysis of content to be taught, collection of resources used in teaching, analysis of linguistic development of students, techniques for developing and evaluating audiolingual, reading, and writing skills. Includes an "application module" with students learning English as a second language.

*Course is usually taught by part-time faculty (Dr. Gladys Cruz or Dr. Lory Wellmann adjuncts in ETAP)*

**ETAP 598 Directed Field Experience (3 credits)**

The course serves as the first field experience for TESOL students focusing on all phases of teaching. It also fulfills the 100-hour pre-practicum requirement for students in the certificate line.

*Course is always taught by full time faculty (Istvan Kecskes, Professor, ETAP; Richard Light, Emeritus, ETAP)*

*Justification*

**The EFL Graduate Certificate Program** is an option for students who seek flexible programs to fulfill their career goals. Students who do not wish to pursue a full master's degree in TESOL, or who have special training objectives in mind may find that this program better answers their needs. Instead of a full 36-credit course load, Graduate Certificate students take 16 credits from the MS in TESOL Program and receive a Certificate of Graduate Study.

The full TESOL program consists of general courses and specific courses. The *general courses* focus on the structure of the English language, discuss the acquisition of English as a second and foreign language, explain the way bilinguals think and process language and give theoretical and practical experience in the teaching of English to non-native speakers. The *specific courses* focus on educational issues and the methodology of teaching English to immigrants in U.S. schools. **The EFL Graduate Certificate Program** is built on the general courses with the exception of ETAP 598 (Directed Field Experience) in which students are engaged in teaching adult non-native speakers.

The new EFL certificate does not require the introduction of any new courses. The curriculum consists of courses that can be found in the graduate catalog and are currently offered as a part of the existing MS in TESOL program of the Department of Educational Theory and Practice.

All courses in the **EFL Graduate Certificate Program** are offered once a year and have a varying enrollment because not only TESOL students take them but also students from other departments such as anthropology, English, foreign languages, psychology, reading, Educational psychology. However, these courses are mandatory for TESOL students only. At present these courses can take 10-12 additional students.

## **Faculty credentials and course responsibilities**

The certificate program does not require any new faculty. Three of the courses are taught by full time faculty and two of them are taught by part-time faculty. (See above.)

## **Student Information**

### *Admissions requirement*

The applicant must be enrolled in a graduate program and be in good academic standing, or have to hold a graduate degree from an accredited institution of higher education in the U.S. or overseas. Prospective students with an undergraduate degree are also eligible to apply.

Admissions requirements are same as for the MS in TESOL Program: one undergraduate or graduate linguistics course, and 12 credits in a foreign language. Students, however, should clearly indicate that they are applying for the ***EFL Graduate Certificate Program***, and not for the full TESOL program.

International students need to submit TOEFL results of at least 250 (computer), 600 (paper) or 100 (new Internet-based) instead of the 12 credits in a foreign language. These scores are higher than the acceptance limit of most TESOL Programs in the U.S. This is the way we can assure that international students accepted into the program have high conversational and written skills that enables them to complete the program successfully.

### *Switching from the Certificate Program to MS in TESOL*

If a student decides to continue studies in the MS in TESOL program, he or she will need to formally apply to the master's program. On admission, credits taken in the EFL Graduate Certificate Program will be applied toward the master's degree.

## **Resources**

The implementation of the program does not require new resources because it relies on courses that are already offered regularly in the TESOL program. In the first two years the admissions limit is 10 new students/year. After this the ETAP department will revisit the issue of enrollment, and depending on the growth of the program and the available resources it will decide on whether to raise the admissions cap or not.