

THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE
CURRICULAR REPORT #2014-2015-6; 26 January 2015

At Meeting No. 487 held on 26 January 2015, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

SECTION I
BACKGROUND INFORMATION

ABSTRACT (modified from proposal)

The Graduate Council approved a proposal from the School of Education to create a ***Master of Arts in TESOL/Dual Language Immersion***. The proposed Master's degree program, with possible certification in Teaching English to Speakers of Other Languages (TESOL) and/or Dual Language Immersion, is a 31-credit program based on the accreditation standards of the TESOL International Association used by the State of Rhode Island for certification of both P-12 ESL and Dual Language Immersion teachers. The Master's degree will have two tracks: a track for certified teachers planning to add an English as a Second Language (ESL) or Dual Language Immersion certification extension to their teaching licenses and a track for graduate students seeking to develop expertise in working with adult second language learners in a range of settings. The certification track is designed to serve the needs of teachers certified in Early Childhood Education (grades P-2), Elementary Education (grades 1-6) or Secondary Education (grade 5-12).

BACKGROUND

The program is designed as an online program that will provide students the necessary skills and the necessary knowledge, skills and dispositions necessary to develop the Language proficiency of those learning English as a second language and for those seeking 2 biliteracy in English plus an additional language. The program is also designed to help graduates to work collaboratively with other professionals to plan and implement high quality educational services.

SECTION II
RECOMMENDATION

The Graduate Council approved the proposal to create a ***Master of Arts in TESOL/Dual Language Immersion*** at its Meeting No. 487 held on 26 January 2015, and forwards it to the Faculty Senate with a recommendation for approval.

Academic Program Proposal Cover Page

1. Name/Contact Information:

2. Originating from (please fill in all that apply):

(Department)

(School/College)

(Division)

3. Program type: Undergraduate (attach Curriculum Sheet) Graduate (attach List of Requirements)

4. Proposing **New** or **Change** to the following (see **Instructions** for definitions): (select all that apply)

Department: Degree: Program: Major: Sub plan: Other:
(option, track, concentration)

Title/name of proposed Department:

Title/name of proposed Degree:

Title/name of proposed Program:

Title/name of proposed Major:

Classification of instruction program (CIP) code: [CIP Index](#)

Title/name of proposed Sub plan:

CIP code (if different from above): [CIP Index](#)

Other:

5. Proposed Degree(s) (BS, BA, BFA, MA, MS, Ph.D, etc.):

6. Intended initiation date: Term Year

7. Anticipated date of granting first degree:

8. Intended location of program: Kingston Providence Narragansett Bay Campus

9. Total Credits Required for Graduation: (120, 130, etc)

10. Certification/Licensing Requirements: Yes (provide brief description) No

Office Use Only:

College Curriculum Committee _____ Curricular Affairs Committee _____ Graduate Council _____

Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

A. PROGRAM INFORMATION

A1. Name of Institution:

University of Rhode Island

A2. Name of School or College:

School of Education in the College of Human Science and Services

A3. Title of Program and CIP code:

Masters of Arts Degree in Teaching English as a Second Language and Dual Language Immersion with possible certification extension linked to Early Childhood, Elementary, or Secondary certifications (CIP codes -- 13.1401; 13.0201)

A4. Intended Initiation Date of Program:

Intended start date: September 2016

Anticipated date of first degrees and certification extensions granted:

August 2017

A5. Intended Location of the Program:

University of Rhode Island, Kingston, RI and online

A6. Description of Institutional Review and Approval Process:

The proposal was reviewed under the process established by the Faculty Senate and approved by the _____

Approving body:

Approval Date:

A7. Summary Description:

The proposed Master's degree program, with possible certification in Teaching English to Speakers of Other Languages (TESOL) and/or Dual Language Immersion, is a 31 credit program based on the accreditation standards of the TESOL International Association used by the State of Rhode Island for certification of both P-12 ESL and Dual Language Immersion teachers. The Master's degree will have two tracks: a track for certified teachers planning to add an English as a Second Language (ESL) or Dual Language Immersion certification extension to their teaching licenses and a track for graduate students seeking to develop expertise in working with adult second language learners in a range of settings. The certification track is designed to serve the needs of teachers certified in Early Childhood Education (grades P-2), Elementary Education (grades 1-6) or Secondary Education (grades 5-12).

The program is designed as an online program that will provide its graduates with the necessary knowledge, skills and dispositions necessary to develop the language proficiency of those learning English as a second language and for those seeking

biliteracy in English plus an additional language. The program is also designed to help graduates to work collaboratively with other professionals to plan and implement high quality educational services. The long-term goal is to promote bilingualism and multicultural skills that are known to provide cognitive, social and employment advantages to those who will be served by the graduates of this program. The online nature of the program will permit graduate students from a range of backgrounds the opportunity to collaborate and learn from a richly diverse cohort group beyond the Kingston campus. They will become strong advocates of multicultural sensitivity and competence.

A 8. Signature of President:

David M. Dooley, President

A.9. Contact Information:

JoAnn Hammadou Sullivan
Professor
401-874-4712
joannh@uri.edu

A10. Signed Agreements:

There are no agreements unique to this program. URI participates in the HELIN borrowing program for library resources. Through the HELIN system, URI students have immediate access to education resources (e.g., journals, books, films, curriculum publications) from all universities within Rhode Island. URI students also have access to WORLD CAT, the online world catalogue system through which they can research and request publications or other materials from any participating library around the world. Students in this program will have access to these resources.

B. RATIONALE

B1. Program Objectives

Track 1 *For educators seeking additional certification in ESL and/or Dual Language Immersion*

This certificate is for individuals already holding a teaching license, either Early Childhood, Elementary, Secondary, or World Languages PK-12. The certification extension will match the certification already held.

Based on the professional standards of TESOL, the accrediting organization for ESL and the Rhode Island Dual Language Program Standards, these MA students will....

- know, understand, and use the major theories and research related to the structure and acquisition of language to help ELLs develop language and (bi)literacy and achieve in the content areas.
- demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.
- promote equal status of both languages in dual language settings. (dual language option)
- plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL, Dual Language, and/or content curricula.
- implement standards-based instruction using a wide range of resources and technologies to promote language and literacy development.
- demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency and accommodations in formal testing situations.
- use sheltered instruction strategies to promote language and literacy development.
- demonstrate a knowledge of educational public policy and the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Track 2 *For students seeking work for universities, private schools, international corporations, governments and NGOs or in private practice in the U.S. and abroad*
These MA students will...

- meet all of the standards above.
- demonstrate the ability to create student standards and curricula for their targeted areas of interest.

B2. University and Community Need for Program

The purpose of the MA in Teaching English to Speakers of Other Languages (TESOL) /Dual Language Immersion will be to meet a growing need in Rhode Island and the nation for qualified educators to teach English language learners (ELLs) and to

develop stronger bilingual capabilities in Rhode Island. It will consist of two closely related tracks: one for educators already holding a teaching certificate in another discipline planning to add certification in ESL and/or dual language immersion and a second track for those interested in working with ELLs in other settings that do not require public school certification. Both tracks will promote bilingualism, biliteracy and multicultural competence.

Track 1 students will be positioned to address the shortage of ESL and dual language immersion teachers in Rhode Island. In 2013, there were approximately 10,000 ELLs in RI, a 33% increase over five years. Less than highly qualified teachers are being given emergency certifications to serve this growing population in ESL classrooms. Similarly, there is a growing demand for qualified teachers to implement new K-12 dual language immersion programs. These programs are flourishing in such diverse settings as Minnesota, Utah, Delaware and North Carolina. Rhode Island is under-represented in this area and will soon need teachers able to launch similar program. **Track 2** students will have wide ranging career possibilities.

The MA in Teaching English to Speakers of Other Languages (TESOL)/Dual Language Immersion will be created to meet a growing need in Rhode Island and the nation for qualified educators to teach English language learners (ELLs). It will consist of two closely related tracks: one for educators already holding a teaching certificate in another discipline planning to add certification in English as a Second Language (ESL) and/or dual language immersion and a second track for those interesting in working with ELLs in other settings that do not require public school certification. In dual language immersion classes, superior levels of bilingualism and biliteracy, academic achievement, and cross-cultural awareness are among the outcomes documented not only for English learners, but for native English speakers. Dual language classrooms in such diverse settings as Minnesota, Utah, Delaware and North Carolina are some of the most popular programs in American education today.

The ESL population in the 2011-2012 school year in the United States was 4,389,325, which was a significant increase from the 4,153,870 ESL students in the 2007-2008 academic year. Likewise, in Rhode Island public schools, there is a growing number of English Language Learners. In 2013, there were approximately 10,000 ELLs, which shows a 33% increase over five years.

However, less than highly qualified teachers are being given emergency certifications to serve this growing population. In fact, the Teacher Shortage Area Nationwide Listing published by the U.S. Department of Education lists English as Second Language as an area with a teacher shortage, not only in Rhode Island but in 34 other states as well. This list is compiled to help recent college graduates who are teaching in an area listed as having shortages “to qualify for cancellation of up to 100 percent of their (student) loan.” Furthermore, *The Rhode Island Roadmap to Language Excellence*, a

strategic plan for language education to meet the needs of local business and government, recommends implementing K-12 dual language immersion programs in all RI public school districts following the example of Utah and Delaware. As such, there will be a growing demand for qualified teachers to implement these programs.

Furthermore, students currently enrolled in URI's bachelor's degree program in early childhood education, elementary education, and secondary education were surveyed in September 2014 about their interest in applying to a Master's degree program. Possible responses were not very likely, somewhat unlikely, not sure, very likely, and definite. Of the 63 responses, 27% responded that they were either definitely or very likely to apply.

However, this survey also asked if students would be more likely to apply if the program was offered online. Of the students who replied that they were not sure if they would apply to a MA in TESOL program, 48% responded they would be more likely if it were an online program; of the students who were somewhat unlikely, 75% replied that they would be more likely if it were an online program.

Besides teaching in a K-12 classroom, this degree will open many career opportunities including working for universities and other public and private schools, international corporations, governments, and NGOs, and in private practice in the U.S. and abroad. In addition to teaching people of all ages and conditions of life, graduates from URI's MA TESOL/Dual Language program would be qualified to administer ESL programs, create new programs, and develop new teaching methods and curriculum.

For this non-certification track, URI will be able to benefit from increasing the international student population through offering the program online.

Increasing the international student population was targeted as a goal in the 2010-2015 academic plan outlined by President Dooley and offering this program online will allow yet another avenue for international students to gain admittance to the university. Having international students enroll in the MA program would also benefit the American students by offering a broader perspective of educational settings and curriculum as well as second language acquisition.

Lastly, there are not many quality MA TESOL programs available in the United States and very few of them are online; this is especially true of universities located on the East Coast of the United States. In fact, the University of Rhode Island would be the first state run university in New England to offer an online MATESOL program. Because of this, comparing growth of programs proved difficult. However, it should also be noted that The New School program, which is based out of nearby New York, has grown from having one student enrolled in its inaugural year in 2007 to having 90

students year and from graduating one student in its first graduating class to having over 120 MA TESOL candidates successfully complete the program.

B3. Advisory Committee and Steering Committee Members & Affiliations

URI faculty steering committee: JoAnn Hammadou Sullivan, Department of Languages; Terry Deeney, School of Education; Sandy Hicks, School of Education

Sarah Steverman (World Language District Supervisor, Westerly Public Schools)

Kristen Stringfellow (Superintendent, South Kingstown School District)

Susan Brady (Psychology, URI)

Pam Ardizzone (ESL teacher, New Bedford Charter School, MA)

Sarah Lopolito (Director, Associates in Cultural Exchange)

Erin Papa (Assistant Director, Chinese Flagship Program, URI)

Committee members contributed to the writing of the proposal and reviewed the final product.

C. INSTITUTIONAL ROLE

C1. Program Rationale to Published Role and Mission of the Institution

The M.A. in TESOL/Dual Language and certifications in Teaching English as a Second Language and Dual Language Immersion are in keeping with the University's mission as a land grant institution. The program will expand offerings within the School of Education into an area of high need.

The mission statement of the University of Rhode Island states that the institution values "Diversity, Fairness and Respect". An MA TESOL / Dual Language Immersion program would openly promote URI's commitment to developing a diverse community. Specifically, the MA TESOL/Dual Language Immersion program supports the following themes found in the University's Academic Plan:

- Goal I: Enhance Academic Quality and Value -- Strategic Investments in Teaching and Research
 - A. Develop new emphases relevant to a broad meaning of liberal learning and scholarship for the 21st century.
- Goal II: Prepare Students for a Changing World
 - B. Enhance and increase interdisciplinary courses and programs at the graduate and undergraduate levels.
- Goal IV: Global Citizenry
 - B. Develop a model that expands international/global programs and opportunities at the University.
 - o 3. Increase interaction between domestic and international students.

- Goal V. Ensure an equitable and inclusive campus community

In addition, the M.A. in TESOL/Dual Language is consistent with the role of the School of Education that is (as outlined by the University):

The Unit responsible: "... operates as a professional community and is clearly identified as the academic unit with the responsibility, authority, and personnel to develop, administer, evaluate and revise all professional education programs. The professional education faculty are actively involved in the organization and coordination of the unit." The unit seeks to integrate the strengths of the University with those of partners in communities, the private sector, public agencies, and the policy community to promote the highest levels of learning and achievement for all students and the positive development and well being of children, youth, adult learners, and families. The unit expresses commitment to the fundamental concepts of diversity and social justice. Initial certification is offered at both the undergraduate and graduate levels."

C2. Program Relationship to Other Programs

The certification program in TESOL and Dual Language Immersion is a natural extension to the undergraduate certificates in Early Childhood, Elementary, and Secondary Education. The certification extensions in TESOL and/or Dual Language Immersion will add important skills and employment opportunities for graduates of these programs.

The MA in TESOL and Dual Language Immersion is also a natural companion to the MA in Adult Education and will provide opportunities for collaboration across both programs. The proposed program will meet a growing demand both in the United States and abroad for training in TESOL and biliteracy/multiculturalism.

D. INTERINSTITUTIONAL CONSIDERATIONS

D1. Similar programs in Rhode Island

Presently, Rhode Island College has a TESOL program that leads to an M.Ed degree instead of an MA as proposed for URI.

The objectives of the proposed program are similar to those at Rhode Island College, largely because the state certification guidelines dictate the outcomes that students need to demonstrate. These standards are based on those of the national accrediting body, TESOL International.

This program will differ from that of Rhode Island College in important ways. (1) The program will target students in Chinese for the Dual Language portion of the program. Rhode Island College does not have a Chinese program and URI has a nationally funded Flagship Program in Chinese that prepares students intensively

toward proficiency in Chinese. They will then be proficient enough to seek certification in Dual Language Immersion. (2) This program will be completely online. Therefore, the program will draw from a much wider geographic area than the Rhode Island College program, which tends to draw from a relatively narrow geographic area and whose students, unlike URI's, are almost exclusively local. The program will serve students nationally and internationally. This wide range of students will promote a unique synergy of new and differing points of view among the cohort of students. (3) URI's program will also focus on adult populations in the non-certification track of the MA. This group of students will prepare for work with refugees, adult immigrants, and industry settings, for example, preparing to meet another important educational need. (4) The language offerings at URI are more extensive than those at Rhode Island College. For example, URI offers majors in Chinese, Italian, German, and a minor in Arabic and in Japanese to draw upon for Dual Language purposes that are not available at RIC.

D2. Projected Program Impact

The fact that there is a shortage of ESL teachers in the region indicates that this program will not adversely impact the Rhode Island College program. Given that the program will set a maximum number of students at 27 in the second year (and 15 in the first year) also indicates that this program will not adversely impact the program at Rhode Island College. Data from the Rhode Island Department of Education reveal that from August 31, 2010 to August 31, 2014 157 emergency certificates in ESL were granted. When renewal emergency certificates are added, the total reaches 229 over the same period. In 2010 eleven were granted. In 2013, 53 were granted and in 2014, 46 were granted. These data show that there is a growing need for ESL certification that is not being met by the traditional pathway. In Dual Language Immersion, there are also emergency certificates being awarded by the RI Department of Education. Over the same period, 19 bilingual/dual language emergency certificates were first issued and the number increases to 30 when including renewed certificates.

D3. Transfer Student Provisions

Because this is a graduate program, transfer agreements would not apply. The rule for transferring in graduate courses in general at URI will be applied. Students will only be able to transfer 6 graduate credits from another university, as approved by a faculty member in the program.

D4. Cooperative Arrangements with Other Institutions

N/A

D5. External Affiliations

For those students seeking certification, the program will require two field placements in school district. The Office of Teacher Education has letters of agreement for all participating school districts. These provide an indication of intent to accept student teachers. Once acceptable classrooms have been identified, the

Office of Teacher Education will solicit letters of agreement from the school district, if they are not already on file.

For students seeking work experience but not seeking public school certification, the program will also assist in choosing appropriate settings for the two field placements. For that process, the program will work with the staff of URI's Center for Career and Experiential Education.

D6. New England Board of Higher Education Regional Student Program

Availability:

This program will not be available to students under NEBHE's RSP.

E. PROGRAM

E.1 Course Requirements and Sequence

E.1.a Curriculum Sequence for MA for certified teachers

SEMESTER 1		
Course	Credits	Title
LIN 420*	3	Second Language Acquisition
EDC 501*	3	Socio-Cultural Aspects of Language Minority Education
EDC 506 <i>or</i> EDC 529	3	Researching Language in Educational Settings Foundations of Educational Research
Elective	3	

SEMESTER 2		
Course	Credits	Title
EDC 527*	3	Language Study for Teachers of Reading
EDC 563*	3	Teaching Reading to Multicultural Populations
EDC 515	3	Structured English Immersion and Sheltered English
EDC 516*	4	Teaching Dual Language / English as a Second Language
Elective	3	

SEMESTER 3		
Course	Credits	Title
EDC 519*	3	Teaching Practicum in TESOL/Dual Language Immersion

Comprehensive exam		
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* Courses required for certification extension from Rhode Island Department of Education

E.1.a Curriculum Sequence for **MA for Adult TESOL**

SEMESTER 1		
Course	Credits	Title
LIN 420	3	Second Language Acquisition
EDC 501	3	Socio-Cultural Aspects of Language Minority Education
EDC 506 <i>or</i> EDC 529	3	Researching Language in Educational Settings Foundations of Educational Research
Elective	3	

SEMESTER 2		
Course	Credits	Title
EDC 527	3	Language Study for Teachers of Reading
EDC 563	3	Teaching Reading to Multicultural Populations
EDC 515	3	Structured English Immersion and Sheltered English
EDC 516	4	Teaching English as a Second Language
Elective	3	

SEMESTER 3		
Course	Credits	Title
EDC 519	3	Teaching Practicum in TESOL/Dual Language Immersion
Comprehensive exam		

E.1.a Assessment of Learner Outcomes for TESOL & Dual Language Immersion

Outcome Statements	Direct and Indirect Method(s) of Assessment
1.a. Standard 1.a. Language as a System Candidates demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics,	<ul style="list-style-type: none"> • Discussion Forums in LIN 420 • Field experience in EDC 519

and support ELLs as they acquire English language and literacy in order to achieve in the content areas.	
<p>1.b. Standard 1.b. Language Acquisition and Development Candidates understand and apply theories and research in language acquisition and development to support their ELLs' English language and literacy learning and content-area achievement.</p>	<ul style="list-style-type: none"> • Discussion Forums in LIN 420 • Term project in LIN 420 • Video recorded lesson in EDC 529 • Reaction journals in EDC 516 • Discussion Forums in EDC 516 • Field experience in EDC 516 • Discussion Forums in EDC 515 • Final Reflection in EDC 515 • Online strategy presentations in EDC 515 • SIOP Lesson EDC 515
<p>2.a. Standard 2.a. Candidates understand and apply knowledge about cultural values and beliefs in the context of teaching and learning.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Reaction journals in EDC 516 • Discussion Forums in EDC 516 • Field experience in EDC 516 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Term project in EDC 501 • Discussion Forums in EDC 515 • Final Reflection in EDC 515
<p>2.b. Standard 2.b. Candidates understand and apply knowledge about the effects of racism, stereotyping, and discrimination to teaching and learning.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Reaction journals in EDC 516 • Discussion Forums in EDC 516 • Field experience in EDC 516 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Discussion Forums in EDC 515 • Final Reflection in EDC 515
<p>2.c. Standard 2.c. Candidates understand and apply knowledge about cultural conflicts and home events that can have an impact on ELLs' learning.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Reaction journals in EDC 516 • Discussion Forums in EDC 516 • Field experience in EDC 516 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Discussion Forums in EDC 515

	<ul style="list-style-type: none"> • Final Reflection in EDC 515
<p>2.d. Standard 2.d. Candidates understand and apply knowledge about communication between home and school to enhance ESL teaching and build partnerships with ESOL families.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Discussion Forums in EDC 516 • Field experience in EDC 516 • Case studies in EDC 519 • Field experience in EDC 519
<p>2.e. Standard 2.e. Candidates understand and apply concepts about the interrelationship between language and culture.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Discussion Forums in EDC 516 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Term project in EDC 501 • Discussion Forums in EDC 515 • Final Reflection in EDC 515
<p>2.f. Standard 2.f. Candidates use a range of resources, including the Internet, to learn about world cultures and specifically the cultures of students in their classrooms and apply that learning to instruction.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Discussion Forums in EDC 516 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Term project in EDC 501
<p>2.g. Standard 2.g. Candidates understand and apply concepts of cultural competency, particularly knowledge about how an individual's cultural identity affects their learning and academic progress and how levels of cultural identity will vary widely among students.</p>	<ul style="list-style-type: none"> • Video recorded lesson in EDC 529 • Discussion Forums in EDC 516 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Discussion Forums in EDC 515 • Final Reflection in EDC 515
<p>3.a. Standard 3.a. Planning for Standards-Based ESL and Content Instruction Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p>	<ul style="list-style-type: none"> • Discussion Forums for EDC 506 • Reaction Journals for EDC 506 • Video recorded lesson EDC 519 • Field experience in EDC 516 • Online strategy presentations for EDC 515 • SIOP Lesson EDC 515
<p>3.b. Standard 3.b. Implementing and Managing Standards-Based ESL and Content Instruction Candidates know, manage, and implement a</p>	<ul style="list-style-type: none"> • Video recorded lesson EDC 519 • Field experience in EDC 516 • Online strategy presentations for EDC 515

<p>variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.</p>	<ul style="list-style-type: none"> • SIOP Lesson EDC 515
<p>3.c. Standard 3.c. Using Resources and Technology Effectively in ESL and Content Instruction Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</p>	<ul style="list-style-type: none"> • Discussion Forum for EDC 506 • Reaction journals for EDC 506 • Research Proposal for EDC 506 • Mock Proposal Presentation for EDC 506 • Video recorded lesson for EDC 519 • Field experience in EDC 516 • Online strategy presentations for EDC 515 • SIOP Lesson EDC 515
<p>4.a. Standard 4.a. Issues of Assessment for English Language Learners Candidates demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.</p>	<ul style="list-style-type: none"> • Language Assessment Project in LIN 420 • Video recorded lesson for EDC 519 • Field experience in EDC 516
<p>4.b. Standard 4.b. Language Proficiency Assessment Candidates know and can use a variety of standards-based language proficiency instruments to show language growth and to inform their instruction. They demonstrate understanding of their uses for identification, placement, and reclassification of ELLs.</p>	<ul style="list-style-type: none"> • Research Proposal for EDC 506 • Field experience in EDC 516 • Lesson plans in EDC 563
<p>4.c. Standard 4.c. Classroom-Based Assessment for ESL Candidates know and can use a variety of performance-based assessment tools and techniques to inform instruction for in the classroom.</p>	<ul style="list-style-type: none"> • Field experience in EDC 516 • Field experience in EDC 519

5.a. Standard 5.a. ESL Research and History Candidates demonstrate knowledge of history, research, educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning.	<ul style="list-style-type: none"> • Discussion Forums for EDC 506 • Reaction journals for EDC 506 • Research proposal for EDC 506 • Reaction journals in EDC 501 • Discussion forums in EDC 501 • Term project in EDC 501 • Policy critique in EDC 501
5.b. Standard 5.b. Professional Development, Partnerships, and Advocacy Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.	<ul style="list-style-type: none"> • Discussion Forums in LIN 420 • Discussion Forums for EDC 506 • Research proposal for EDC 506

E.1.b. Specialization courses

NA

E.1.c. General education requirements

NA because this is not an undergraduate degree program

E.1.d.**E.1.e. Total Number of Credits Required**

Thirty-one credits for each track

E.1.f. Distance Learning

All of the MA in TESOL/Dual Language Immersion can be completed online.

E.2. Certification Requirements

Certification in TESOL will be a certification extension based on the candidate's prior teaching certification (i.e., Early Childhood, Elementary, Secondary English).

The practica will focus on the appropriate grade-level ESL setting.

Certification in Dual Language Immersion will be a certification extension based on the candidate's prior teaching certification (i.e., Early Childhood, Elementary, Secondary English). The practica will focus on the appropriate grade level dual language setting.

E.3. Learning Goals

Based on the professional standards of TESOL (the accrediting organization for ESL and the Rhode Island Dual Language Program Standards,) the goals of the program are for its students to...

Goal 1. know, understand, and use the major theories and research related to the structure and acquisition of language to help ELLs develop language and (bi)literacy and achieve in the content areas.

Goal 2. demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Goal 3. plan for multilevel classrooms with learners from diverse backgrounds using appropriate standards-based ESL, Dual Language, and content curricula.

Goal 4. implement standards-based instruction using a wide range of resources and technologies to promote language and literacy development.

Goal 5. demonstrate understanding of various assessment issues as they affect ELLs, such as accountability, bias, special education testing, language proficiency, and accommodations in formal testing situations.

Goal 6. use sheltered instruction strategies to promote language and literacy development.

Goal 7. demonstrate a knowledge of educational public policy and the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

Goal 8. promote equal status of both languages in dual language settings. (Dual language certification)

See E.1.a for list of TESOL standards and student tasks linked to each TESOL standard.

See Addendum "Graduate Program Student Learning Outcomes Assessment Plan" for assessment details.

E.4. Assessment of Learning Goals

See E.1.a. for complete list of formal assessments of student learning outcomes. See Addendum "Graduate Program Student Learning Outcomes Assessment Plan" for Program Assessment Plan.

F. FACULTY AND STAFF

F.1. Full-Time Faculty

Faculty member	Degree	Rank	Status	FTE	New/Reassigned
Dr. JoAnn Hammadou-Sullivan	PhD	Professor	Tenured	.125 year 1	Reassigned
To be hired	PhD	Assistant Professor	New Hire	1.	New
To be hired	PhD	Assistant Professor	New Hire	1.	New

Rationale for Needed New Faculty:

When both the certification track and the non-certification track of the MA program are in operation there will be five courses to be taught each semester for a total of ten courses per academic year, with additional work in the summer term and additional students in the School of Education needing advisement. The new faculty members will become program leaders of both tracks. The courses in the certification track will be necessary for certification extensions in elementary, secondary and early childhood education. The adult education (non-certification) track will be available to serve a number of different adult education settings.

F.2. Support Staff

Current support staff will be used to assist with the administration of the program (e.g., the current graduate secretary in the School of Education, educational specialist in charge of data management for accreditation, and the graduate assistant for graduate/secondary programs).

F.3. Annual Cost

The expected annual faculty and support staff will be as follows:

Individual	Salary	Fringe Benefits	Existing / New Resources
Dr. JoAnn Hammadou Sullivan	\$13,850 (year 1 only)		Existing
To be hired Assistant Professor	\$67,000	\$26,800	New
To be hired Assistant Professor	\$67,000	\$26,800	New

The new faculty will teach full time in the program as well as advise new students. Dr. Hammadou Sullivan will teach in year 1 of the program, but the new faculty will need to take full control of the program in year 2 because Dr. Hammadou Sullivan also is fully committed to the French program of the Department of Languages and the Foreign Language Education program, and is approaching retirement. In year one of the program, Dr. Hammadou will use one course release annually to administer the new program. In following years, one assistant professor will use one course release annually to administer the program. Based on an approximate salary of \$70,000 and a .125 rate, the release will cost approximately \$8,750.

G. STUDENTS

G1. Potential Students

The MA TESOL/Dual Language Immersion program hopes to attract students from multiple sources. One of the sources of students is the individuals who graduate with a bachelor's degree in early childhood, elementary, or secondary education with state certification at URI. The proposed program would enable students to obtain certification in both ESL/Dual

Language Immersion and elementary education, early childhood education, and secondary education, which would be an attractive option as it leads to more employment opportunities.

Additionally, the MA TESOL/Dual Language Immersion program would most likely draw students from the Chinese Flagship Program. Chinese Flagship Program students complete two undergraduate majors and graduate with Superior (ACTFL scale) proficiency in Mandarin Chinese, which is two sub-levels more than what is required of a dual language immersion teacher, making those Flagship students in Early Childhood or Elementary Education ideal candidates for the MA TESOL Dual Language Immersion certification track. Lastly, because of its online nature, the URI MA program would draw from a broader population of students including certified teachers in the RI schools seeking ESL certification, students from outside of Rhode Island, and potentially students residing outside of the United States.

G. 2 Estimate of Program Size

The projection for the program enrollment is 9 in-state students and 6 out-of-state students for year 1 (AY 2016/17). These figures are based, in part, on the fact that the program is fully online and will be able to draw from a large geographical area, out of state and internationally. Therefore, the percentage of out-of-state students will be larger than other graduate programs in Education.

During the academic year 2017-2018, a projected estimate of 27 students will be enrolled, with 15 in-state and 12 out-of-state students, reaching near maximum enrollment for the program. Because admission will be competitive, possible attrition may be offset by new admissions.

During the academic years, 2018-2019 and 2019-2020, the projected estimate of 27 students is anticipated to remain stable, with 15 in-state and 12 out-of-state students. The demand for ESL educators is projected nationally to remain high and the demand for dual language immersion teachers is projected to also grow.

G3. Assistance to Students

Students in the program will be assigned a faculty academic advisor who will assist them with their educational planning. Furthermore, the University abides by the following anti-bias statement: Each member of the University community has the responsibility to foster an environment of acceptance, mutual respect, and understanding. If you are a target or witness of a bias incident, you are encouraged to contact the URI Bias Response Team (www.uri.edu/student_life/brt)

The University has an Office of Careers and Experiential Education that is available to help students in their job searches.

The University also provides accommodations for students with documented disabilities as stated on the program's course syllabi:

If you have a documented disability and wish to discuss academic accommodations, please contact your instructor within the first 2 weeks of class to discuss such accommodations and/or helpful learning strategies for this course.

For further information or assistance, please contact the staff at Disabilities Services for Students (Office of Student Life), 330 Memorial Union, 874-2098

G.4. Program Admission and Retention Requirements

In order to be admitted all students will need:

- At least a 3.0 undergraduate GPA, based on a 4 point scale
- Official transcripts of all undergraduate coursework
- Letters of support from three individuals, one of which must be from a person who has supervised the candidate in a work capacity and one which must be from a former professor
- Clear criminal background check
- Complete application
- For international students URI requirements state:

- Applicants whose native language is not English must submit an official test report from the Test of English as a Foreign Language (TOEFL) taken within the past two years. You must arrange for ETS to report your scores directly to URI. The ETS institution code for URI is 3919 and you do not need to specify a department. Required scores on the Internet-based (iBT) and Computer-based TOEFL are: An overall score of 80 or more AND meet the minimum in each individual area Reading 20, Writing 22, Listening 17, Speaking 17; the suggested minimum speaking score for international teaching assistants is 23. If a prospective student is below the minimum in one area by two points, or in two areas by one point, but has an overall score of 80 or above, it is at the discretion of the department if they wish to consider the student for admission. Please note that the overall score is not determined by adding the minima of individual areas, it is an overall score that gives prospective students the best chance of success in our graduate programs. The minimum score on the Paper-based TOEFL is 550. Individual programs may require a higher score; please check the graduate catalog for details on specific programs. Some departments may accept scores from the International English Language Testing System (IELTS), the Pearson Test of English, or the Common European Framework of Reference (CEFR) in place of TOEFL scores; please check with the department. The required minimum score on the IELTS is 6.5. The required minimum ranking on the CEFR is B2. The required minimum scores on the Pearson Test of English are: Reading 53, Writing 59, Listening 47, and Speaking 47.

The TOEFL is not required if an applicant satisfies one or more of these conditions:

- a. Citizenship of Australia, Canada, Great Britain, Guyana, Ireland, New Zealand, United States, an Anglophone country of Africa, or an English speaking country of the Caribbean.
- b. A college or university degree earned in the United States or in one of the countries listed above.
- c. A degree earned from the American University in Beirut, American University in Bulgaria, American College in Greece or from Bogazici University.

For those seeking teaching certification extensions the following are required:

- Required tests for certification
- Certification in their respective areas (either Early Childhood, Elementary, or Secondary Education)

A competitive admissions process will be used as it is anticipated that more students will apply than can be admitted.

In order to be retained in the program, students must:

- Meet graduate school requirements for course grades and overall GPA

- Demonstrate appropriate dispositions in classes and field settings, as determined by course instructors, cooperating teachers, and field supervisors

For those seeking teaching certification extensions:

- Pass required tests for ESL/Dual Language Immersion certification as determined by the Rhode Island Department of Education

H. ADMINISTRATION

H.1. Administrative Structure

This program will be housed in the School of Education under the Director of the School of Education, Dr. David Byrd. Dr. JoAnn Hammadou, along with faculty from Elementary Education and Secondary Education, will coordinate the application and admissions processes, coordinate the comprehensive exam process and arrange and monitor field-based placements.

H.2. Administrative Responsibilities

Administrative responsibility will be shared by Dr. David Byrd, Director of the School of Education and Dr. JoAnn Hammadou Sullivan, Professor.

H.3. Additional Administrative Salaries

After the first year of the program and an academic year of teaching in the new program, one of the new assistant professors will take on the major administrative responsibilities with one course release each spring.

I. INSTRUCTIONAL RESOURCES

I.1. Estimated Materials Cost

Because URI subscribes to the HELIN library consortium, many relevant educational publications are already available. The URI library currently subscribes to the electronic version of the major journals in the field: *TESOL Quarterly*, *Modern Language Journal*, *Foreign Language Annals*, *Anthropology and Education Quarterly*, *International Journal of Research Studies in Language Learning*, *Studies in Second Language Acquisition*, *Language Testing*, and others. Because the program is an online program, necessary articles will be made available to students in the courses' Sakai websites.

The program will also have access to the resource library of the Associates in Cultural Exchange (A.C.E.) Language Institute on the Kingston campus.

Therefore, no additional expenditures are expected in the immediate future.

I.2. Additional Equipment Needs

No additional equipment needs are needed.

I.3. Estimated Annual Expenditures for Instructional Resources

Each of the two new Assistant Professor faculty members will need a computer that is listed below under K.1. Program Initiation.

J. FACILITIES AND CAPITAL EQUIPMENT

J.1. Facilities & Capital Equipment

Two faculty offices will be required. Course will be taught using standard office computer technology; therefore, no additional classroom space will be required.

J.2. Facility Renovations

This program will not require any facility renovations.

J.3. Estimated Annual Facilities Expenditures

This program will not require any annual facilities expenditures. The program is online.

J.4. Institutional Master Plan

This program will not impact the master plan: no new facilities are needed.

J.5. Chief Academic Officer Assurance

K. FINANCIAL CONSIDERATIONS

Fully online delivery of a graduate program at URI is a very new development. Therefore, the budget was calculated in three different ways to reflect three different possible approaches to marketing this online program.

Budget I was the traditional revenue approach with the traditional tuition structure of in-state and out-of-state tuition costs. Because the traditional model may not suit the fully online program, *Budget II* and *Budget III* were also calculated outlined under section K.2. Revenue Estimates. *Budget II* appears to be the best model.

K.1. Expenditures for Program Initiation and Annual Operation

As noted on the budget pages, the expenditures for this program will be primarily under personnel. Expenditures include the hiring of 2 new assistant professors. In the first year of operation, academic year 2016-2017, the starting salary is estimated to be \$67,000 each. The program is fully online, therefore, no capital expenditures are needed. Operating expenses will include a new computer for each new faculty member at a total cost of \$6,000 and office phone service for each at a cost of \$30/month each. To promote the new program, operating costs include \$10,000 per year for marketing starting in year two. Currently, no assistantships or fellowships are budgeted. As a result, the program will generate a financial gain.

K.2. Revenue Estimates

Three budget versions were compared based on current options available at URI. A key factor in comparing the three versions is the possible competition from other MA online programs. URI is well positioned because there are no fully online MA TESOL programs in New England. There were none found in the northeast that combined TESOL with Dual Language Immersion. In New York, the New School's online MA in TESOL costs \$1,345 per credit making any of the three budget plans competitive. However, looking more broadly, additional competition can be found. The top 20 MA/TESOL programs listed in *US News and World Report* provide the following profile:

- the average in-state tuition is \$472.30 per credit
 - lowest = \$204/credit University of North Carolina, Wilmington
 - highest - \$814/credit Drexel University, Philadelphia
- The average out-of-state tuition is \$518.70 per credit
 - lowest = \$268/credit Valley City State University, North Dakota
 - highest = \$814/credit Drexel University, Philadelphia

Sixteen of the twenty programs charge identical tuition for both in-state and out-of-state students in fully online programs. A comparable public institution to URI may be the University of Cincinnati that charges \$522 and \$532 per credit for in-state and out-of-state respectively.

The following three budgets outline (1) the traditional instate/out-of-state pricing, (2) the newest model at URI of a single program tuition price and (3) a per credit model. Budget version #2 called the "Flat Fee" model appears to be the most preferable.

Budget I "Traditional"

This budget plan is based on "traditional" in-state and out-of-state graduate student tuition with traditional mandatory fees. Costs to students for revenue estimates were based on full-time tuition rates that allow up to 15 credits each semester for a full-time graduate student. There would be a net financial gain from this program. Revenues were calculated using university projections of possible tuition increases. A 12.5% annual increase in mandatory fees was used in revenue estimates. Although this version showed a net excess of \$128,804 in year one and \$581,747 in year 4, this budget was not selected based on the competition outlined above. There is concern that this budget version's costs to out-of-state students is not competitive with other online MA programs.

Budget II "Flat Fee"

This the preferred budget scenario. The cost of the entire program will be flat fee of \$15,000 in year 1 and increase to \$16,000 in years 2 and 3 and finally increase to \$17,000 in year 4. There will be no residence differential. All students would be

subject to this same cost. In addition, the program will follow the new online fee schedule. The students will pay the following online program fees: registration fee , technology fee, transcript fee, and document fee. This estimated \$330 (year one) one-time charge will be paid at the beginning of their program. [Estimation is based on the 2014 online fee total of \$320.]

Based on projected enrollments of 15 students in year 1 and 27 students in subsequent years, the net gains would be \$35,630 in year 1, \$237,232 in year 2, \$231,705 in year 3 and \$253,004 by year 4. These gains are significant and are most likely to meet competitive success attracting students from a broader geographical area.

Budget III URI Instate per credit rate for all participants

As a matter of comparison, version 3 was also calculated with a per credit rate; however, it is considered less desirable because it also may be viewed as non-competitive, and therefore unattractive, to out-of-state students who are an important targeted audience.

Finally, in addition to program costs, the proposal calls for an expenditure of \$10,000 in academic year 2015-2016 for a marketing campaign, before the start of the program.

K.3. Institutional Resources

Two new faculty members (two Assistant Professors) will be hired to staff this program. The support for these two positions will come from the revenues generated from the tuition and fees. [See budget worksheet.]

K.4. Chief Academic Officer Assurances

ADDENDUM

“Graduate Program Student Learning Outcomes Assessment Plan” and approval of Division of Student Learning, Outcomes Assessment and Accreditation – Office for the Advancement of Teaching and Learning are included.

September 29, 2014

Dear JoAnn,

The Department of Modern and Classical Languages and Literatures will not be negatively impacted by the new MA program in TESOL/Dual language immersion. If there is any impact, it will be to increase numbers in the less commonly taught languages such as Chinese, which may be selected for Dual language immersion programs in the elementary schools. This would be a welcome impact.

Regards,
Norbert Hedderich

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Norbert Hedderich, Ph.D.
Chair, Modern and Classical Languages and Literatures
University of Rhode Island, 112 Swan Hall
Kingston, RI 02881
Tel. [401-874-4710](tel:401-874-4710)

LIBRARY IMPACT STATEMENT (New Program Proposal)
LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Program: _MA in TESOL/Dual Language Immersion

Department, College: School of Education

Faculty Member: _Joann Hammadou, School of Education

Date returned to Faculty: October 14th, 2014

Librarian Completing Assessment: Mona Anne Niedbala

Collection Management Officer: Joanna Burkhardt

LIBRARIAN'S ASSESSMENT

This new program covers the following subject areas: second language acquisition, second language pedagogy, TESOL, and dual language immersion

The proposed Master's degree program, with possible certification in TESOL and/or Dual Language Immersion, is a 32-credit program based on the accreditation standards of the TESOL International Association used by the state of Rhode Island for certification of both P-12 ESL and Dual Language Immersion teachers. The Master's degree will have two tracks: a certification track for certified teachers planning to add an ESL or Dual Language Immersion certification extension to their teaching licenses and a track for graduate students seeking to develop expertise in working with adult second language learners in a range of settings. The certification track is designed to serve the needs of teachers certified in Early Childhood Education (grades P-2), Elementary Education (grades 1-6) or secondary education (grades 5-12).

The program is designed as an online program that will provide its graduates with the necessary knowledge, skills and dispositions to work collaboratively with other professionals to plan and implement high quality educational services to develop the language proficiency of those learning English as a second language and for those seeking biliteracy in English plus an additional language.

An assessment of Library resources follows:

1. Monographic Resources: HELIN catalog and URI Curriculum Materials Library offer a good collection of materials on second language acquisition, second language pedagogy, TESOL and dual language immersion. InRhode and WorldCat catalogs offer additional library resources for this course.

2. Serial Resources: URI Libraries collections provide print and online education scholarly journals, trade publications, and magazines. Students have access to the online library databases such as Education Full Text, ERIC, Teacher's Resource Center, JSTOR, Project MUSE, Web of Science and Science Direct that can support their work in this program.

3. Instructional Software that can be used to work on the assignments and projects for this program is available in the Curriculum Materials Library that can also provide training and support services. The BigBlueButton Online Reference service available in the Curriculum Materials Library can be used to address online students' questions and learning needs.

There is money available in the Modern and Classical Languages and Literatures and the Curriculum Materials Library funds. The Librarian considers that, with the support and assistance of the faculty in the School of Education and the Department of Modern and Classical Languages and Literatures, the Library can provide proper resources for students and faculty in the MA in TESOL/Dual Language Immersion Program.

Use this form for programs that can be pursued on a full-time basis
through a combination of full-time and part-time attendance

EXPENDITURE ESTIMATES

	Year 1 2016		Year 2 2017		Year 3 2018	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
Personnel Services						
Administrators						
Faculty	134,000		138020		142160.6	
Support Staff						
Others - faculty release 12.5%		13850		8750		8750
Fringe Benefits _40_%	53,600		55208		56864.24	
Total Personnel	187,600	13,850	193,228	8,750	199,025	8,750
Operating Expenses						
Instructional Resources	0					
Other (Computers)	6000		0		0	
Marketing	0		10000		10000	
Telephones	720		720		720	
Total Operating Expenses	6,720		10,720		10,720	
Capital						
Facilities	0					
Equipment	0					
Other	0					
Total Capital						
Net Student Assistance						
Assistantships	0					
Fellowships	0					
Stipends/Scholarships	0					
Total Student Assistance						
Total Expenditures	194,320	13,850	203,948	8,750	209,745	8,750

Note: All of the above figures are estimates based on projections made by the institution submit

[illegible]

	Year 1 2016	Year 2 2017	Year 3 2018
Full-Time Tuition Rate: In-State	15,000	16000	16000
Full-Time Tuition Rate: Out-State	15,000	16000	16000
Mandatory Fees per Student	330	340	350
FTE # of New Students: In-State	9	15	15
FTE # of New Students: Out-State	6	12	12
in from the institution's existing programs	0	0	0
# of Out-State FTE Students transferring in from the institution's existing programs	0	0	0
TUITION AND FEES			
First Year Students			
Tuition			
In-State	135000		
Out-of-State	90,000		
Mandatory Fees	4950		
Second Year Students			
Tuition			
In-State		240000	
Out-of-State		192000	
Mandatory Fees		9180	
Third Year Students			
Tuition			
In-State			240000
Out-of-State			192000
Mandatory Fees			9450
Fourth Year Students			
Tuition			
In-State			
Out-of-State			
Mandatory Fees			
Total Tuition and Fees	229,950	441,180	441,450
Grants			
Contracts			
Other Revenues (specify)			
Total	229,950	441,180	441,450

[illegible]

Use this form for programs that can be pursued on a full-time basis through a combination of full-time and part-time attendance

BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM

	Year 1 2016__	Year 2 2017__	Year 3 2018__
Total revenue	229,950	441,180	441,450
Total expenses	194,320	203,948	209,745
Excess/Deficiency	35,630	237,232	231,705

BUDGET SUMMARY OF EXISTING PROGRAM ONLY

	Year 1 2016__	Year 2 2017__	Year 3 2018__
Total revenue	-	-	-
Total expenses	13,850	8,750	8,750
Excess/Deficiency	(13,850)	(8,750)	(8,750)

BUDGET SUMMARY OF NEW PROGRAM ONLY

	Year 1 2016__	Year 2 2017__	Year 3 2018__
Total of newly generated revenue	229,950	441,180	441,450
Total of additional resources required for program	194,320	203,948	209,745
Excess/Deficiency	35,630	237,232	231,705

Note: All of the above figures are estimates based on projections made by the institution submitting the proposal.

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Year 4
2019__

468,720

215,716

253,004

Year 4
2019__

8,750

(8,750)

Year 4
2019__

468,720

215,716

253,004

DATE: November 3, 2014

TO: Nasser Zawia
Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for MS TESOL Dual Language Immersion Program

In accordance with a request and after a review of the revised budget projection, the Budget and Financial Planning Office has reviewed the proposal for the MS TESOL Dual Language Immersion Program.

According to the proposal provided, there will be new funding required by the University. The proposal includes two new faculty positions. The new funding is reflected as being supported by projected tuition revenue from enrollment in the program. The program, as reflected in the revised proposal is expected to contribute positively to the University's revenue in future years.

The preferred budget scenario (II) was reviewed. This scenario reflects one rate for the fifteen (15) month program.

Rates for the program will be established in accordance with the Board's F-15.0 tuition policy for employer sponsored and selected special learning programs targeting adult students at the three schools.

Please let us know if you require any further information.

cc: Donald DeHayes
Cliff Katz
Dean Libutti
Laura Beauvais
Diane Goldsmith
Lori Ciccomascolo
David Byrd
JoAnn Hammadou
Cheryl Hinkson
Colleen Robillard
Kelly Slocum

From: Elaine <efinan@mail.uri.edu>

Date: Tuesday, November 25, 2014 at 12:34 PM

To: JoAnn Hammadou <joannhs@cox.net>

Subject: Assessment Plan: TESOL Dual Language Immersion MA

Dear JoAnn,

On behalf of the Office of Student Learning, congratulations on the thoroughness of your assessment documentation and planning for the **TESOL Dual Language Immersion, MA**. The Assessment Plan clearly articulates overarching goals and learning outcomes for students, displays a curricular framework to ensure students will have the opportunity to develop and practice the knowledge and skills necessary for success at the conclusion of the degree, and defines the use of multiple metrics for evaluating the success of the program for three cycles of assessment at URI. While a large number of goals and outcomes have been identified initially, you are applauded for building reflection into the assessment process in the future to review and streamline this area of the Plan as needed once the program is underway.

I wish you the very best in your next steps toward program approval.

Sincerely,

Elaine

Elaine Finan

Assistant Director

Division of Student Learning, Outcomes Assessment and Accreditation

Office for the Advancement of Teaching and Learning

University of Rhode Island, Edwards Hall

64 Upper College Road, Kingston, RI 02881

[401-874-9503](tel:401-874-9503)

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Elaine Finan

Assistant Director

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Graduate Program Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Programs

The Graduate School requests that each program have clearly articulated program goals (Section I) and student learning outcomes statements linked to curriculum and course experiences/requirements (Section II). This assessment plan will help programs determine the extent to which these outcomes are successfully being met through courses and other program requirements. As part of the plan, each program will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.

Program Information:

Program:	MA in TESOL/Dual Language Immersion
Academic year plan submitted:	2014-2015
Degree(s):	MA
Department Chair:	David Byrd [Director, School of Education]
Program Director:	JoAnn Hammadou and TBD
Accredited Program:	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes, next accreditation report due: 2018
Published learning outcomes (provide URL):	New program up for approval