

**THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE
CURRICULAR REPORT 2016-17-7; 03 April 2017**

At Meeting No. 508 held on 03 April 2017, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

**SECTION I
ABSTRACT AND BACKGROUND INFORMATION**

ABSTRACT (modified from proposal)

The Graduate Council approved a proposal from the ASF College of Education and Professional Studies to create a *Graduate Certificate in Dyslexia*. The Graduate Certificate in Dyslexia Knowledge and Practice is a 12-credit graduate program that enables educators to acquire knowledge, skills, and competencies required to teach K-12 students with dyslexia and other language-based learning difficulties. It is designed as a hybrid synchronous on-line and face-to-face program to allow practicing teachers flexibility in attaining the competencies needed to educate students with dyslexia and other language-based learning challenges. All courses within the Certificate program exist currently.

BACKGROUND (modified from proposal)

Estimates of the prevalence of dyslexia vary depending upon definitions used, but most cite a range of 5-10% of the population. Given that Rhode Island has approximately 142,000 students attending its public schools, approximately 41,500 of those residing in the urban core of Central Falls, Pawtucket, Providence, and Woonsocket (<http://infoworks.ride.ri.gov/>), we can estimate that approximately 7,00-14,000 children (2,000-4,000 in the urban core) have dyslexia. Research on dyslexia suggests that typical instruction provided most children does not address the needs of students with dyslexia, who require systematic, structured, multi-sensory learning. The proposed Graduate Certificate in Dyslexia Knowledge and Practice will serve to provide RI teachers (and potentially teachers in southern MA and northern CT) with the knowledge and skills to identify students with dyslexia and provide appropriate instruction.

**SECTION II
RECOMMENDATION**

The Graduate Council approved the proposal to create a *Graduate Certificate in Dyslexia* at its Meeting No. 508 held on 03 April 2017, and forwards it to the Faculty Senate with a recommendation for approval.

Abbreviated Proposal form
For All Programs including Certificates
No New Funding

A Proposal for: Certificate in Dyslexia Knowledge and Practice

Date: February 24, 2017

A. PROGRAM INFORMATION

A1. Name of institution

University of Rhode Island

A2. Name of department, division, school or college

Department: School of Education

College: ASF College of Education and Professional Studies

A3. Title of proposed program and Classification of Instructional Programs [\(CIP\) code](#)

Program title: Graduate Certificate in Dyslexia

Classification code: [13.1315](#)

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: Fall 2017

First degree date: Summer 2018

A5. Intended location of the program

URI Kingston and Providence, and hybrid online

A6. Description of institutional review and approval process

Approval Date

Department

College

CAC/Graduate Council

Faculty Senate

President of the University

A7. Summary description of proposed program (not to exceed 2 pages)

The Graduate Certificate in Dyslexia Knowledge and Practice is a 12-credit graduate program that enables educators to acquire knowledge, skills, and competencies required to teach K-12 students with dyslexia and other language-based learning difficulties. It is designed as a hybrid synchronous on-line and face-to-face program to allow practicing

teachers flexibility in attaining the competencies needed to educate students with dyslexia and other language-based learning challenges.

All courses within the Certificate program exist currently.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Theresa Deeney
Title: Interim Associate Dean
Phone: 874-2682
Email: tdeeney@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

NA

B. RATIONALE: There should be a demonstrable need for the program.

B1. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

In 2016, RI Governor Gina Raimondo signed into law H 7052, amending the Rhode Island Literacy and Drop Out Prevention Act to “specifically address dyslexia.” Section 16-67-2.6 of this Act calls for dyslexia targeted assistance. Its language is as follows:

The literacy program shall also include assistance to students by providing strategies that formally address dyslexia, when appropriate. In addition, the department of elementary and secondary education shall offer to school districts, at no cost to the school districts or to participants in the training, professional development services to enhance the skills of elementary teachers in the use of evidence-based strategies to improve the literacy skills of students with dyslexia.

Definitions of dyslexia vary. The most widely-used definition comes from the International Dyslexia Association (<https://dyslexiaida.org/definition-of-dyslexia/>), and states that,

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties

typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

The RI Title 16 language uses the following:

a specific and significant impairment in the development of reading, including, but not limited to, phonemic awareness, phonics, fluency, vocabulary, and comprehension, that is not solely accounted for by intellectual disability, sensory disability or impairment, or lack of appropriate instruction.

Although these and other definitions vary, all agree that children and adults with dyslexia experience difficulty with word reading accuracy and rate, and that these difficulties persist throughout the lifespan.

Estimates of the prevalence of dyslexia vary depending upon definitions used, but most cite a range of 5-10% of the population. Given that Rhode Island has approximately 142,000 students attending its public schools, approximately 41,500 of those residing in the urban core of Central Falls, Pawtucket, Providence, and Woonsocket (<http://infoworks.ride.ri.gov/>), we can estimate that approximately 7,00-14,000 children (2,000-4,000 in the urban core) have dyslexia.

Research on dyslexia suggests that typical instruction provided most children does not address the needs of students with dyslexia, who require systematic, structured, multi-sensory learning (Berninger, et al, 2008; Calhoon, Sandow, & Hunter, 2010; Compton, 2000; Fletcher, Coulter, & Reschly, 2014; Spear-Swerling & Brucher, 2004). Additionally, research suggests that teachers are largely unaware of dyslexia and the types of instruction needed for students with dyslexia to succeed (Moats, 2003; Ness & Southall, 2010; Spear-Swerling & Alfano, 2005).

The new Rhode Island dyslexia legislation requires the RI Department of Education (RIDE) to provide (at no cost to teachers or districts), “professional development services” related to identifying and instructing students with dyslexia. To respond to this unfunded mandate, RIDE is currently preparing addenda and appendices to its *Comprehensive Literacy Policy* (RIDE, 2010). In these, RIDE suggests to districts/teachers information and Websites that may be helpful in learning about dyslexia, and about appropriate instruction for students with dyslexia and other language-based learning difficulties. Although these resources will provide important information, neither their format (self-explored information) nor their oversight (left up to individual teachers/districts) ensures that teachers gain the knowledge needed to teach students with dyslexia.

The proposed Graduate Certificate in Dyslexia Knowledge and Practice will serve to provide RI teachers (and potentially teachers in southern MA and northern CT) with the knowledge and skills to identify students with dyslexia and provide appropriate instruction.

Additionally, the proposed Graduate Certificate in Dyslexia Instruction will provide much needed assistance to teachers in educating other students who struggle. The latest National Assessment of Education Progress (NAEP) data (2016) suggests that only 40% of Rhode Island 4th graders, and 35% of 8th graders, achieved proficiency in reading. Many of the students who are not proficient require instruction better suited to their needs. Instruction recommended for students with dyslexia is also effective for other students who struggle (NRP, 2000).

B2. What is the economic need and workforce data related to the program?

To instruct its 140,000+ public school students, Rhode Island districts currently employ approximately 3,800 teachers. Based on the current legislation, all teachers will need to become versed in educating students with dyslexia. Additionally, teachers in neighboring communities in CT and MA may be interested in these skills.

B3. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

After completing this Certificate program, most classroom teachers will remain in their positions. They may obtain a salary increase through obtaining graduate credits, depending on their collective bargaining agreement.

New teachers who obtain the Certificate will be more marketable, as districts will be seeking individuals who have knowledge of dyslexia. Districts are creating positions titled “interventionists.” These positions do not require an advanced degree, but do require knowledge in a particular curriculum area (typically reading or mathematics).

Some students who enroll in the Certificate program may wish to continue on to the gain an MA in Reading, which would enable them to become RIDE certified as reading specialists/consultants. Jobs open to those with reading certification include reading specialist, literacy coach, interventionist, professional development leader, etc.

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution’s academic planning.

The University mission situates the University as a land, sea, and urban grant institution serving Rhode Island and beyond, that is bound by the core values of Creativity and Scholarship; Diversity, Fairness, and Respect; Engaged Learning and Civic Involvement; and Intellectual and Ethical Leadership. The Graduate Certificate in Dyslexia Knowledge and Practice relates to the

University's mission by promoting fairness in serving RI students who have diverse learning needs, by engaging teachers in bettering the academic experiences of all students, and providing RI teachers knowledge and experience to advocate on behalf of all students. Additionally, the Certificate program promotes Creativity and Scholarship, as it positions URI as the only institute of higher education in the state to offer such a program.

D. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.

D1. Estimate the projected impact of this program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication.

No other institute of higher education in Rhode Island offers a Graduate Certificate in Dyslexia Knowledge and Practice.

D2. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see [Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs](#)).

NA

D3. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)

No cooperative arrangements are required for this certificate program.

D4. How does this program align to academic programs at other institutions?

The Dyslexia Certificate program aligns to all other education programs in that it provides for a critical need in education, and would be a natural extension for any undergraduate or graduate education major. The Certificate also aligns to University programs that focus on education, such as Communicative Disorders and School Psychology. Students in these programs would benefit from the Certificate program

D5. Are recipients of this credential accepted into programs at the next degree level without issue?

Those who complete the Certificate may choose to enroll in the MA in Education program. These four certificate courses would count toward the MA for Reading Specialization, Elementary Education, or the general MA in Education (student defined).

D6. How does this program of study interface with degree programs at the level below them?

Curriculum for the Graduate Certificate in Dyslexia Knowledge and Practice is a natural progression for students who complete the teacher preparation program at the bachelor's level.

D7. If external affiliations are required, identify providing agencies. (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)

NA

D8. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

No

E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.

(See attached.)

b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.

None

c. Course distribution requirements, if any, within program.

None

d. Total number of free electives available after specialization requirements are satisfied.

None

- e. **Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

12 credits
(See attached for map to Standards.)

- f. **Identify any courses that will be delivered or received by way of distance learning (refer to [Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations](#)).**

(See attached.)

- g. **Is the program content guided by program-specific accreditation standards or other outside guidance?**

(See attached.)

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

The Certificate does not meet RIDE teacher certification requirements. However, three courses are also part of the MA/Reading program (EDC/PSY527, EDC562, EDC566), which leads to RIDE Reading Specialist/Consultant certification, and two may be used as requirements in the MA/Special Education program (EDC/PSY544, EDC566).

- E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program.**

(See attached.)

- E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**

(See attached.)

- E5. Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the [Office of Student Learning, Outcomes Assessment, and Accreditation \(SLOAA\)](#) to prepare a [Learning Outcomes Assessment Plan](#) for student learning assessment. Following**

consultation, submit a final draft of the plan to the Chair of the [Learning Outcomes Oversight Committee](#) (LOOC) for approval.

(SLOAA forms provided in file titled, *GradProg-Assessment-Plan-Dyslexia Cert.*)

F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?

Dr. Theresa Deeney, Professor, School of Education (existing position)

Dr. Julie Coiro, Associate Professor, School of Education (existing position)

Dr. Alison Bateson-Toupin, per course instructor (existing)

As per the budget proposed and approved by the URI Budget Office, the Certificate Program will involve three faculty members. The per course instructor already teaches EDC/PSY527. She will continue to do so. She will also teach EDC/PSY544. The budget request covers the cost of the instructor for these two courses. The two existing full-time faculty members will teach the other two courses. Since the faculty are already teaching the courses, further expenditure is only required if the total number of students requires the addition of additional sections of these courses.

We do not anticipate hiring an additional person to teach these courses, but should the necessity arise, instructors would need a minimum of an master's degree in reading or learning disabilities.

G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.

We anticipate two types of students who will complete this certificate.

(1) Certified teachers (in RI, CT, and MA) who wish to improve their skills in educating students with dyslexia

(2) Current graduate student in Education, School Psychology, and Communicative Disorders. School Psychology students are already required to take EDC/PSY544. In the past, students in

both School Psychology and Communicative Disorders have enrolled in EDC/PSY527, so we feel this certificate will appeal to those populations.

H. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.

H1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

As a graduate program, the program goals/outcomes will be evaluated through the Graduate Program Assessment system currently used at the University. (See attached for program goals/outcomes). In addition, Drs. Deeney and Coiro will measure the success of the certificate program annually, based on the rubric below. Threshold values for each cell are based on our initial expectations for the certificate program.

Metric	Successful Beyond Expectations	As Expected	Does not Meet Expectations
Number of students who apply annually (larger number of students equates to greater success)	25	15	10
Number of students admitted to and enroll in the certificate program (larger number equates to greater success)	20	10	5
Retention of student through four courses of certificate	15	10	5
Representation of students from a variety of school districts	20	10	5

The projected enrollment is based on response to our Graduate Certificate in Digital Literacy, and from our newly-created TESOL/Dual language MA program.

The proposed Graduate Certificate in Dyslexia could accommodate 25 students. If we receive greater interest, we would increase the number of sections (as per the approved budget).

I. IS THE PROGRAM FINANCIALLY VIABLE?

II. ALL PROPOSALS: Complete the Rhode Island Office of Postsecondary Commissioner [Budget Form](#) demonstrating that existing funds are sufficient for carrying out the program. The completed proposal with Budget Form requires review by the URI Budget and Financial Planning Office. Proposers shall request a Statement of No Financial Impact from the URI Budget and Financial Planning Office.

See attached budget form. As explanation for expenditures, currently all courses in the Certificate exist and are taught within the School of Education/College of Education and Professional

Studies. Two courses (EDC527 and EDC544) are taught by a per-course instructor, while two (EDC562, EDC566) are taught by a full-time faculty member. The “expenditures from current resources” category in the expenditures tab indicates the current load for the full time faculty member’s portion of courses within the certificate. Added under the “additional resources” tab is \$7,098, for additional sections of courses we estimate needing due to demand exceeding the current capacity of those courses. This expenditure is justified by the estimated revenue generated from the program.

Graduate Certificate in Dyslexia Knowledge and Practice

E1 (a, e): Program Information

Course Department/ Catalog Number	Course Title	Place in Program Sequence	Description	Focus of International Dyslexia Knowledge and Practice Standards (KPS)
EDC/PSY 544 3 credits	Reading Acquisition and Reading Disability: Research and Implications for Practice	Course 1, Fall	Examination of research on the language, cognitive, and reading characteristics of children who successfully learn to read and of those who encounter difficulty. Additional focus on the implications and use of the research for assessment and instruction.	KPS-A Foundation Concepts, 1-7 KPS-C Knowledge of dyslexia and other language disorders, 1-6
EDC/PSY 527 3 credits (ONLINE)	Language Study for Teachers of Reading	Course 2, Spring	Focuses on English phonology, morphology, syntax, and semantics. Applies concepts to L1/L2 reading and spelling, teaching phoneme awareness, interpreting student errors, and planning instruction.	KPS-B Knowledge of the Structure of Language, 1-10 KPS-D Interpretation and administration of assessments for planning instruction, 4, 5 KPS-E Structured language instruction, <i>phonology</i> , 1-4, 6 <i>phonics/word rec</i> , 1-4 <i>comprehension</i> , 4 <i>handwriting</i> , 1, 2 <i>spelling</i> 1-3
EDC 562 3 credits	Methods of Intervention for Literacy Difficulties	Course 3, Spring	Teachers will explore methods and materials used for developing phonological awareness, sound/symbol knowledge, word reading skills, fluency, comprehension, and vocabulary through readings, discussions,	KPS-B Knowledge of the Structure of Language, 11, 12, 13; KPS-D Interpretation and administration of assessments for planning instruction, 1, 2, 3, 5; KPS-E Structured

			application, and reflection.	language teaching: <i>phonology</i> , 1-5 <i>phonics/word rec</i> , 1-5 <i>Fluency</i> , 1, 2, 4, 5 <i>Vocabulary</i> , 1-5 <i>Comprehension</i> , 1-6 <i>Written exp</i> , 1, 2
EDC566 3 credits	Intervention in Reading and Writing Difficulties (clinical practicum)	Course 4 Summer 1	Supervised clinical experience in reading and writing difficulties. Students work directly with struggling readers and writers to diagnose reading/writing difficulties and plan and implement an appropriate program of instruction.	KPS-D Interpretation and administration of assessments for planning instruction, 1-6; KPS-E Structured language teaching: <i>1-phonology</i> , 1-5; <i>2-phonics/word recognition</i> , 1-5; <i>3- Fluency</i> , 3-7; <i>4-Vocabulary</i> , 2, 3; <i>5-Comprehension</i> , 4, <i>6-handwriting</i> , 1, 2; <i>6-spelling</i> , 2; <i>6-written expression</i> , 1-3

Course Sequence: Ideally, courses within the Graduate Certificate in Dyslexia Knowledge and Practice will be taken sequentially. Candidates will be accepted into a cohort, and will follow that cohort through classes. Under extenuating circumstances, candidates *may* take the first three courses non-sequentially. However, in all cases, the clinical practicum (EDC566) must be taken after all other courses. We anticipate that the course instructors/program director will ensure students adhere to the proper sequence.

Admission: Admission processes will be the same as with the MA in Education/Reading program. Potential candidates must be certified teachers. Applicants must have (1) have a minimum undergraduate GPA of 3.0 (or 2.5 with additional evidence of potential, per Graduate Manual), (2) strong letters of support from school supervisors, and (3) evidence of positive dispositions toward teaching students who struggle as evidenced by letters of recommendation, personal statement, and in-person interview with program faculty.

Academic Program Proposal Cover Page

1. Name/Contact Information: Theresa Deeney, tdeeney@uri.edu, 874-2682

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

School of Education
(Department)

College of Education and Professional Studies
(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: Graduate Certificate in Dyslexia Knowledge and Practice

Title/name of proposed Major:

Classification of instruction program (CIP) code: [CIP Index](#) 13.1315

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 **Fall** Year **2017**

7. Anticipated date of granting first degree: **summer 2018**

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

9. Total Credits Required for Graduation: (120, 130, etc) **12**

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 _____

BUDGET AND FINANCIAL PLANNING

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 f: 401.874.5824 uri.edu/budget



DATE: March 16, 2017

TO: Dr. Nasser H. Zawia
Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for Graduate Certificate in Dyslexia Knowledge and Practice

As requested in an email from Theresa Deeney dated March 6, 2017, the Budget and Financial Planning Office has reviewed the proposal for the Graduate Certificate in Dyslexia Knowledge and Practice.

According to the proposal submitted, the existing courses offered within the Department of the School of Education in the College of Education and Professional Studies will allow the Certificate Program to be administered. Ms. Deeney has indicated that two (2) of the required courses are currently being taught by a per course instructor and two (2) other required courses are taught by a full time faculty member. Therefore, no new faculty and no additional courses are required for the proposed certificate program.

As reflected in the proposal, the certificate will allow educators to acquire knowledge, skills, and competencies required to teach K-12 students with dyslexia and other language learning difficulties. Ms. Deeney referenced that in 2016 Governor Gina Raimondo signed into law H 7052, which specifically addresses the need to assist students with dyslexia within the State of Rhode Island. This program will provide a critical need in the education field, and would align to University programs that focus on ideals of Communicative Disorders and School Psychology.

The Budget and Financial Planning Office, after conferring with Enrollment Services, concurs that the Graduate Certificate in Dyslexia Knowledge and Practice will have no budget impact on the unrestricted budget as it has been presented.

Please let us know if you require any further information.

cc: Donald DeHayes	Laura Beauvais
Dean Libutti	Lori Ciccomascolo
Theresa Deeney	Cheryl Hinkson
Colleen Robillard	Carnell Jones
John Humphrey	

Office/Budget Impact statements/Graduatecertificateindyslexiaknowledgeandpractice

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 1 of 3**

Choose one: Full-time Part-time Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2018		Year 2 2019		Year 3 2020		Year 4 2021	
Tuition: In-State	\$12,706		\$13,112		\$13,112		\$13,112	
Tuition: Out-State	\$25,216		\$26,002		\$26,002		\$26,002	
Tuition: Regional								
Mandatory fees per student	\$1,598		\$1,628		\$1,628		\$1,628	
FTE # of New Students: In-State	10.00		14.00		18.00		22.00	
FTE # of New Students: Out-State	5.00		7.00		9.00		11.00	
# of In-State FTE students transferring in from the institution's existing programs								
# of Out-State FTE students transferring in from the institution's existing programs								
TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students								
In-State tuition	\$127,060.00	\$0.00	\$183,568.00	\$0.00	\$236,016.00	\$0.00	\$288,464.00	\$0.00
Out-of-State tuition	\$126,080.00	\$0.00	\$182,014.00	\$0.00	\$234,018.00	\$0.00	\$286,022.00	\$0.00
Regional tuition								
Mandatory fees	\$23,970.00	\$0.00	\$34,188.00	\$0.00	\$43,956.00	\$0.00	\$53,724.00	\$0.00
Second Year Students								
In-State tuition			\$131,120.00	\$0.00	\$183,568.00	\$0.00	\$236,016.00	\$0.00
Out-of-State tuition			\$130,010.00	\$0.00	\$182,014.00	\$0.00	\$234,018.00	\$0.00
Regional tuition								
Mandatory fees			\$24,420.00	\$0.00	\$34,188.00	\$0.00	\$43,956.00	\$0.00
Third Year Students								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
Fourth Year Students								
In-State tuition								
Out-of-State tuition								
Regional tuition								
Mandatory fees								
Total Tuition and Fees	\$277,110.00	\$0.00	\$685,320.00	\$0.00	\$913,760.00	\$0.00	\$1,142,200.00	\$0.00
GRANTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CONTRACTS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
OTHER (Specify)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Grants, Contracts, Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$277,110.00	\$0.00	\$685,320.00	\$0.00	\$913,760.00	\$0.00	\$1,142,200.00	\$0.00

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

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

EXPENDITURE ESTIMATES

	Year 1 2018		Year 2 2019		Year 3 2020		Year 4 2021	
	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	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES								
Administrators								
Faculty	\$7,098.00	\$12,250.00	\$7,098.00	\$24,500.00	\$7,098.00	\$24,500.00	\$7,098.00	\$24,500.00
Support Staff								
Others								
Fringe Benefits 40%	\$543.00	\$4,900.00	\$543.00	\$9,800.00	\$543.00	\$9,800.00	\$543.00	\$9,800.00
Total Personnel	\$7,641.00	\$17,150.00	\$7,641.00	\$34,300.00	\$7,641.00	\$34,300.00	\$7,641.00	\$34,300.00
OPERATING EXPENSES								
Instructional Resources	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
Other (specify)								
Total Operating Expenses	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00
CAPITAL								
Facilities								
Equipment								
Other								
Total Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
NET STUDENT ASSISTANCE								
Assistantships								
Fellowships								
Stipends/Scholarships								
Total Student Assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL EXPENDITURES	\$8,641.00	\$17,150.00	\$8,641.00	\$34,300.00	\$8,641.00	\$34,300.00	\$8,641.00	\$34,300.00

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

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 20__	Year 2 20__	Year 3 20__	Year 4 20__
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	\$277,110.00	\$685,320.00	\$913,760.00	\$1,142,200.00
Total Expenses	\$25,791.00	\$42,941.00	\$42,941.00	\$42,941.00
Excess/Defeciency	\$251,319.00	\$642,379.00	\$870,819.00	\$1,099,259.00
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	\$0.00	\$0.00	\$0.00	\$0.00
Total Expenses	\$17,150.00	\$34,300.00	\$34,300.00	\$34,300.00
Excess/Defeciency	-\$17,150.00	-\$34,300.00	-\$34,300.00	-\$34,300.00
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	\$277,110.00	\$685,320.00	\$913,760.00	\$1,142,200.00
Total of Additional Resources Required for	\$8,641.00	\$8,641.00	\$8,641.00	\$8,641.00
Excess/Defeciency	\$268,469.00	\$676,679.00	\$905,119.00	\$1,133,559.00

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

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.^{i ii}

Program Information:

Program:	Graduate Certificate in Dyslexia Knowledge and Practice
Academic year plan submitted:	2017-18
Degree(s):	NA
Department Chair:	David Byrd
Program Director:	Theresa Deeney
Accredited Program:	X <input type="checkbox"/> No <input type="checkbox"/> Yes, next accreditation report due: NA
Published learning outcomes (provide URL):	

I. Program Goals: Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, and university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal

#1	Graduates display knowledge of language and literacy development, and how/why this development is impacted for students with dyslexia and other learning disabilities.
#2	Graduates display knowledge of language structure (phonology, morphology, syntax, semantics, pragmatics, and discourse).
#3	Graduates critique, use, and interpret a variety of formative and summative assessment practices recommended for students with dyslexia and other learning disabilities.
#4	Graduates use research-based instructional practices to meet the needs of students with dyslexia.
#5	Graduates reflect on the relationships of their instruction and student learning.

*Add lines as necessary

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

II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from right to left in rough chronological sequence, and append a standard description of your program requirements. Down the side, list programmatic student learning outcomes associated with goals. Using the map key below, indicate the degree to which an outcome will be taught and assessed in relevant courses and by other program requirements.

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

Program:		Course Numbers/Program Requirements:												
<div style="background-color: #e1eef6; padding: 5px; border: 1px solid #ccc; margin-bottom: 5px;"> Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized </div> Student Learning Outcomes (Competencies) by Goal: Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.		In addition to specific courses, this can include internships, portfolios, and other requirements not associated with a course number, such as thesis/dissertation proposals, thesis/dissertation defenses, and comprehensive examinations.												
		EDC527	EDC562	EDC544	EDC566									
Goal #1	1.1 Research and summarize literature on language and reading acquisition and its relationship to dyslexia and other language-based learning disabilities	I	R	E										
Goal #2	2.1 Analyze language for its component structure	E		I	R									
Goal #3	3.1 Administer and interpret formal and informal assessments 3.2 Critique assessments for appropriateness for students with dyslexia 3.3 Tie assessment results to instructional planning 3.4 Assess student growth in response to instruction	I I I	R R I	I I I	E E E E									
Goal #4	4.1 Create multi-sensory instruction that integrates phonemic awareness, phonics, spelling, word recognition, fluency, vocabulary, comprehension, and writing, based on student needs 4.2 Appropriately implement multi-sensory lessons based on student needs	I I	I I	R R	E E									
Goal #5	5.1 Reflect on own learning and instructional practices.	I	R	R	E									

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

III. Assessment Timeline: Indicates when and how student learning will be assessed based on clear statements of learning outcomes and expectations. Refer to the curriculum map to draft a student learning outcomes assessment timeline. Specify a 6-year plan for assessment (3 two-year periods) in which you will assess all of your program's Goals with at least one student learning outcome representing each Goal.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
	WHICH outcome(s) will you examine in each period (by number, i.e. 1.1 etc.)?	WHERE will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	WHAT student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	HOW will you look at the evidence; what means will you use to quantify the evidence? Designate for each source of evidence.
Assessment Reporting Period 1 <u>2019-20</u>	1.1	EDC/PSY544 EDC562	Reflective Research Portfolio	Reflective Research Portfolio Rubric
	2.1	EDC/PSY527	Linguistic exercises	Linguistic exercise points sheets
Assessment Reporting Period 2 <u>2020-22</u>	3.1	EDC/PSY527	Assessment Summaries	Assessment Summary Rubric
	3.2	EDC/PSY544, EDC562	Assessment critiques	Assessment critique rubric
	3.3, 3.4	EDC566	Case Report Diagnostic Analysis Progress Report	Case report rubric Diagnostic analysis rubric Supervisor scored progress report
Assessment Reporting Period 3 <u>2022-24</u>	4.1	EDC566	Weekly lesson plans and reflections	Lesson plan rubric
	4.2			Reflection rubric
	5.1		Teaching observation	Observation rubric

NOTE: All rubrics are built on a 5-point Scale (1=little evidence, 5=well above the standard)

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

ⁱ If you have questions or need assistance, please contact: Office of Student Learning, Outcome Assessment, and Accreditation 874-9517; 874-9379

ⁱⁱ Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, cutting and pasting will be required.

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

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

Program: _Graduate Certificate in Dyslexia Knowledge and Practice_____

Department, College: School of Education, CEPS_____

Faculty Member: Theresa Deeney_____

Date returned to Faculty: _March 3, 2017_____

Librarian Completing Assessment: _Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt_____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

The University Libraries have extensive materials in relevant subject areas. There are new and recent monographs concerning dyslexia and teaching and extensive journal holdings that are relevant. All the courses in this certificate program are already offered. The collection already supports the program. The 2016-17 allocation for monographs in Education is \$5,000. Funds are available should this program require new monographic materials. The cost of journals is not broken down by college or department.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

The Libraries have the essential journals noted in the Faculty Questionnaire.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

No other new resources are required to support the program.

4. What information mastery sessions will be required for the students?

5.

No information mastery classes are required for students. Library instructions can be readily provided as requested by individual faculty members.

6. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library associated with this program.

rev 3/2/17 jmb