



MEMORANDUM

To: Julio Frenk
University President

From: Linda L. Neider
Chair, Faculty Senate

Date: October 1, 2021

Subject: Faculty Senate Legislation #2021- 09(B) – Inactivate the Master of Science in Education (M.S.Ed.) in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education, Department of Teaching and Learning, School of Education and Human Development

The Faculty Senate, at its September 29, 2021, meeting, had no objections to the proposal to inactive the Master of Science in Education in Teaching English to Speakers of Other Languages and Bilingual Education in the department of Teaching and Learning in the School of Education and Human Development. Currently, there are no faculty available to revise or modify the curriculum for EFL settings, and there have not been applications received from teachers in public school context, for which this program was designed to serve.

The proposal is enclosed for your reference.

This legislation is now forwarded to you for your action.

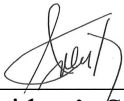
LLN/rh

Enclosure

cc: Jeffrey Duerk, Executive Vice President and Provost
Laura Kohn Woods, Dean, School of Education and Human Development
Mary A. Avalos, Research Professor, Program Director, School of Education and Human Development

CAPSULE: Faculty Senate Legislation #2021- 09(B) – Inactivate the Master of Science in Education (M.S.Ed.) in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education, Department of Teaching and Learning, School of Education and Human Development

PRESIDENT’S RESPONSE

APPROVED:  DATE: 10/15/21
(President’s/Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Laura Kohn Woods, Dean,
School of Education and Human Development _____

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(pending any additional approval by the Board of Trustees)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

TESL_MSED: M.S.ED. IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) AND BILINGUAL EDUCATION (BE)

In Workflow

1. PG Initial Review (pxm491@miami.edu)
2. PG Last Admit Term (j.zwanziger@miami.edu)
3. PG CAT Closure Msg (j.zwanziger@miami.edu)
4. PG University Accreditation (pxm491@miami.edu)
5. PG GR School (t.plantan@miami.edu; gprado@miami.edu; amas@miami.edu; jlopez4@miami.edu)
6. PG Graduate Council (amas@miami.edu; t.plantan@miami.edu; gprado@miami.edu; jlopez4@miami.edu)
7. PG GR Dean (gprado@miami.edu)
8. PG FS Office for GWC (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
9. PG FS GWC (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
10. PG Faculty Senate (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
11. PG FS for President (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
12. PG FS President Approved (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
13. PG Pending SACSCOC Approval (pxm491@miami.edu)
14. PG Registrar (j.zwanziger@miami.edu; kbeckett@miami.edu; pquiles@miami.edu)

Approval Path

1. Tue, 18 May 2021 13:21:35 GMT
Patty Murphy (pxm491): Approved for PG Initial Review
2. Tue, 18 May 2021 23:05:46 GMT
Jenny Vargas (j.zwanziger): Approved for PG Last Admit Term
3. Fri, 21 May 2021 15:11:53 GMT
Jenny Vargas (j.zwanziger): Approved for PG CAT Closure Msg
4. Tue, 06 Jul 2021 20:16:27 GMT
Patty Murphy (pxm491): Approved for PG University Accreditation
5. Tue, 10 Aug 2021 15:07:32 GMT
Tiffany Plantan (tplantan): Approved for PG GR School
6. Fri, 20 Aug 2021 20:22:46 GMT
Tiffany Plantan (tplantan): Approved for PG Graduate Council
7. Sat, 21 Aug 2021 23:37:30 GMT
Guillermo Prado (gprado): Approved for PG GR Dean

History

1. Apr 11, 2020 by Tinisha Hollinshead (thollinshead)
2. May 31, 2020 by Jenny Vargas (j.zwanziger)
3. Jun 24, 2020 by Jenny Vargas (j.zwanziger)
4. Oct 12, 2020 by Tinisha Hollinshead (thollinshead)
5. Mar 25, 2021 by Patty Murphy (pxm491)

Program Inactivation Proposal

Date Submitted: Fri, 07 May 2021 19:56:39 GMT

Viewing: M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE) : TESL_MSED

Last approved: Fri, 26 Mar 2021 01:51:13 GMT

Last edit: Mon, 23 Aug 2021 19:21:35 GMT

Changes proposed by: Mary Avalos (mavalos)

05/07/2021

2021- 2022

Mary A. Avalos, Research Professor, Program Director, Teaching and Learning, School of Education and Human Development

The TESOL M.S. Ed. program was re-activated about five years ago based on the plan that a Teaching and Learning (TAL) faculty member, who was new to UM at the time, would run and revise/update the program. The faculty member revised the program; however, as ESOL Endorsement is now a requirement for any FL DOE teaching certificate, due to the limited number of applications received, there appears to be a limited market for this degree.

Over the past couple of years, applications have been received from international students seeking a master's degree for the purpose of teaching English as a foreign language (EFL) in international contexts. Teaching EFL is not aligned with the program's curriculum for Teaching English to Speakers of Other Languages (TESOL), which is based on the FL Dept. of Education's K-12 teaching standards and requirements for public school contexts. Additionally, the faculty member who revised the program is no longer at UM and current TAL faculty with expertise in this area are not able to direct the program, nor make the changes needed to revise/align the program for those teaching in EFL settings. The TAL department faculty voted to close this program during the Spring 2021 semester. The School Council and the Dean have approved the department's vote to close this program (see attached memos).

In summary, the department voted to close the program as there is no faculty available to revise/modify the curriculum for EFL settings, and because there have not been applications received from teachers in public school contexts, for which this program was designed to serve.

There are currently no students enrolled in the program.

N/A

N/A

N/A. There was a visiting professor line that ended in July 2020. This visiting professor was hired to assist with the SEALED project, a 6+ million-dollar US DOE grant that involved three M.S. Ed. Programs in TAL. The visiting professor and former program director (who also left UM in summer 2020) primarily taught the TESOL courses. There have not been any faculty hired to replace the visiting professor and one assistant professor was hired to replace the tenured former program director and will begin in August 2021. We still offer TESOL methods courses for the other two TAL M.S> Ed. Programs and this new faculty member could teach those classes, as well as numerous others that match his area of expertise in literacy.

Until the 2022 Academic Bulletin is published, we will post a banner on the website notifying potential applicants that the program has been closed and applications are not being accepted for admission consideration.

TESOL Supporting Documents.pdf

PBM: Remember to close the subplan code associated with this plan code as well: BLED_TRK

University of Miami-Pgm Closure-MSEd in TESOL and BE.pdf

Date Entered in CaneLink

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Please list the authors of this proposal including name, rank/title, program/department, and school.

Career

Graduate

Academic Structure

School/ College	Department
School of Education	Teaching & Learning

Plan Type

Major and/or Degree

Degree Type

Master's

Degree Name

Master of Science in Education

Plan Name

M.S.Ed. in Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education (BE)

Will there be any subcomponents within the program such as concentrations, specializations, thesis/non-thesis options, or tracks?

No

Program Instruction Mode

In Person

Where is the program offered?

Location	Please provide the % of instruction at each location.
Coral Gables Campus	100

Program Length (Years)

1

Total Credits

30

To Be Published in the Academic Bulletin

Program Overview

Overview

This program is for teachers in Pre-K-16 contexts—English as a Second Language (ESL) specialists or mainstream content area teachers who work with emergent bilinguals or English language learners (ELLs) in the U.S. The Florida Department of Education ESOL Endorsement requirements are embedded within the program’s courses.

Program Mission and Goals

Mission

The mission of this program is to address the critical need for English language professionals who possess the requisite knowledge and skills to pursue careers in TESOL.

Program Goals

Goals

- Students will acquire foundational knowledge of language acquisition and development, research, partnership, and research in TESOL and Bilingual education.
- Students will acquire knowledge of planning, implementing, and managing ESL/bilingual education and content instruction.
- Students will acquire knowledge of assessment for English language learners, including language proficiency assessment and classroom-based assessment for ESL/bilingual education.

Student Learning Outcomes

Effective programs focus on the design and improvement of educational experiences to enhance student learning. Expected student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in the program. Please include an educational mission statement for the program, educational goals/objectives for the program, and specific student learning outcomes that you will use to assess the program. Student learning outcomes should start with "Students will be able to..." or "Students will demonstrate..." or similar phrasing.

Student Learning Outcomes

- Students will demonstrate knowledge of foundations of TESOL and bilingual education, including language and culture, language acquisition and development, and ESL/bilingual education research, partnerships and advocacy.
- Students will acquire knowledge of planning, implementing, and managing ESL/bilingual education and content instruction.
- Students will demonstrate knowledge of assessment for English language learners, including language proficiency assessment and classroom-based assessment for ESL/bilingual education.

Curriculum Requirements

Curriculum Requirements

Code	Title	Credit Hours
Core Courses		
TAL 627	Understanding Culture in the Classroom	3
TAL 677	Applied Research in Education	3
TAL 680	Foundations of Bilingual Education	3
TAL 681	Principles of Curriculum Development and Engagement for TESOL	3
TAL 682	Methods of Teaching Content Areas in TESOL	3
TAL 683	Introduction to Theories and Practice of TESOL - COURSE PROPOSAL IN PROGRESS	3

TAL 684	Advances Techniques in TESOL	3
TAL 685	Language Assessment	3
TAL 686	Principles of First and Second Language Acquisition	3
TAL 733	Theories and Research in Linguaging and Language Development	3
or TAL 689	Language and Literacy for Academic Learning	
Total Credit Hours		30

Plan of Study

Sample Plan of Study

This is a sample Plan of Study. Your actual course sequence may vary depending on your previous academic experience as well as current course offerings. Students should meet with their academic advisor each semester to determine the appropriate course selection.

Year One		Credit Hours
Fall		
TAL 680	Foundations of Bilingual Education	3
TAL 681	Principles of Curriculum Development and Engagement for TESOL	3
TAL 683	Introduction to Theories and Practice of TESOL	3
Credit Hours		9
Spring		
TAL 627	Understanding Culture in the Classroom	3
TAL 682	Methods of Teaching Content Areas in TESOL	3
TAL 685	Language Assessment	3
Credit Hours		9
Summer		
TAL 689	Language and Literacy for Academic Learning	3
Credit Hours		3
Year Two		
Fall		
TAL 677	Applied Research in Education	3
TAL 684	Advances Techniques in TESOL	3
TAL 686	Principles of First and Second Language Acquisition	3
Credit Hours		9
Total Credit Hours		30

Admission Requirements

Application Requirements

Admission to all graduate-degree concentrations in the School of Education and Human Development is based on the recommendation of the faculty. Admissions decisions are based on faculty review of the following general requirements that apply to **all** Graduate Programs in the School as well as specific documents listed under each concentration.

Applicants must:

- Graduate Record Exam (GRE) requirements may be waived for applications, pending final approvals. However, if the GRE is required for admissions, applicants must achieve acceptable scores on the GRE taken within the past five years. International applicants whose native language is not English or applicants whose degrees are from a non-U.S. University must pass the Test of English as a Foreign Language (TOEFL) or International English Language Testing Systems (IELTS) and the GRE;
- provide official transcripts showing completion of a bachelor’s degree from an accredited institution and an acceptable undergraduate grade point average. A minimum of 3.0 undergraduate GPA is required. Official transcripts from every institution attended by an applicant, whether or not the applicant completed a degree program at the institution, are required;
- provide three letters of recommendation that address the issues and meet the criteria established by the program being applied to;
- provide a personal statement that addresses the mission and purpose of the program being applied to;
- resume;
- take part in an admissions interview (required by some programs); and
- exhibit personal and professional experiences and characteristics that are relevant to the profession and/or field and/or degree program for which the application is being submitted.

Master of Science in Education (M.S.Ed.)

In addition to the factors listed as general requirements for all applications to the SEHD's graduate programs, consideration for admission to the M.S.Ed. program will include the following:

- For some M.S.Ed. programs in TAL: Teachers with **at least** three years full-time teaching experience may apply for a GRE waiver for programs in the Department of Teaching and Learning. An application for waiver of the GRE requirement may be found on the SEHD web site. Teachers who apply for a GRE waiver must submit a 3-page essay on an important topic in education.

International Applications

All international applications must provide additional information and meet additional requirements as required by the UM Graduate School and the Office of International Student and Scholar Services. For an appropriate link to these requirements, please visit the Graduate School website.

Admission Decision

Once an applicant has been admitted to graduate study, that individual should meet with the faculty advisor who was appointed to serve in that capacity and whose name appears in the admissions letter. This advisor will help the student enroll in courses that are appropriate to the program; to develop and to refine a Course Sequence Plan that must be on file in the Office of Graduate Studies by the end of the first semester of enrollment.

Honor Code/Handbook of Policies and Procedures

The School of Education and Human Development follows the Graduate School's Honor Code. All students are required to review the Graduate Student Honor Code and the School of Education and Human Development's Handbook of Policies and Procedures for Graduate Students and submit the signed Acknowledgement of Receipt located on page 3 by the end of their first semester of enrollment.

For Administrative Use Only

Plan Code

TESL_MSED

CIP Code - Admin

13.1401

Degree Code

MSED

Admin Degree Type

Single Degree

Print on Transcript

Yes

Admission Recruitment

No

Effective Catalog Edition

2021- 2022

Reviewer Comments

Patty Murphy (pxm491) (Tue, 18 May 2021 13:21:31 GMT): A letter was sent to SACSCOC on May 18, 2021 requesting approval to close the program. Approval is pending.

Tiffany Plantan (tplantan) (Fri, 20 Aug 2021 20:22:08 GMT): Proposal presented at the August 17, 2021 meeting of the Graduate Council; 11 approved, 0 abstentions, 0 opposed.

Robyn Hardeman (rhardeman) (Wed, 01 Sep 2021 19:18:25 GMT): Additional documents of support from: the department faculty and chair, 3/24/2021; the School Council, 4/19/2021; and Dean Laura Kohn Wood.

Robyn Hardeman (rhardeman) (Wed, 01 Sep 2021 19:19:32 GMT): This proposal will be added to the Consent Agenda for the 9/15/2021 GWC meeting. Additional instructions and information will be sent to the proposer listed here closer to the meeting date.

Key: 350