

# GRADUATE WRITTEN ENGLISH PROFICIENCY POLICY

## Master of Arts in Education: Concentration in Early Childhood Education

### I. Level One Written English Proficiency

Prior to admission the program will assess graduate students' written English proficiency as being appropriate for pursuing graduate studies through the use of a Personal Statement, submitted to the department as part of the application. This statement should be 750 words and should demonstrate writing skills appropriate for graduate level work in Early Childhood Education. For the Statement, students respond to a prompt explaining their goals for pursuing the degree and describing their readiness for the program based on professional and academic preparation, and dispositions as a student.

Students' statements will be reviewed by the program coordinators, using a 3-level rubric (attached). The levels are 1= Needs Improvement, 2= Emerging, and 3= Competent. The dimensions of rubric evaluate the following: 1) mechanics and usage of English, 2) coherence and argumentation, and 3) content, in particular the relevance of students' goals and experience for the demands of the program.

- Applicants who earn overall **averages between 1.0-1.5** (Needs Improvement) on the rubric for the Statement of Purpose will **not be admitted**.
- Applicants who earn overall **averages between 1.6-2.4** (Emerging) across the three writing components evaluated in the Statement of Purpose will be **admitted conditionally**, and must enroll in EED 721, which is an approved Writing Intensive course within our concentration. To meet the Level-One proficiency requirement, students must earn an overall grade of at least B in the class and must clearly demonstrate graduate level writing appropriate to our discipline. If EED 721 is not offered in the student's second semester when the Level-One proficiency must be earned, the student may substitute EED 707 -- also a Writing Intensive course. Again to meet the writing requirement, the student must earn a grade of at least B in the class, and must clearly demonstrate graduate level writing appropriate to our discipline in the final paper.
- Applicants who earn **averages between 2.5-3.0** in the scoring of their Statements of Purpose have demonstrated competence in entry-level academic writing and have **met the Level-One proficiency in writing at the time of admission**.

Students admitted conditionally or not meeting stated written English proficiency standards must meet Level One written English proficiency by the end of their second semester. Students must meet Level One written English proficiency prior to advancing to Level Two.

### II. Level Two Written English Proficiency

Level Two writing proficiency will be assessed based on the quality of the Culminating Experience, EED 895 or EED 898. All students in the program must complete an 895 or 898 project.