# Feinstein School of Education and Human Development

## World Languages Education

**Department of Educational Studies**

**Department Chair**: Lesley Bogad

World Languages Education B.A.

**Admission Requirements**

For acceptance into the teacher preparation program in world languages education, students must fulfill the following requirements by the end of the semester in which they apply for admission:

1. All FSEHD admission requirements. Please refer to the FSEHD (p. 138) section of this catalog or go to www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx.

2. Completion of 24 credit hours, including 8 in the content major

**Retention Requirements**

1. A minimum cumulative GPA of 2.75 each semester.

2. A minimum grade of B- in all teacher education courses.

3. A GPA of 3.0 or higher in the major area.

4. Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.  
  
If a student’s GPA falls below the minimum of 2.50, or if the required GPA in the major falls below the minimum of 3.0, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the world languages education program.

Course Requirements

Courses

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 215 | Introduction to Educational Psychology | 4 | F, Sp, Su |
| FNED 101 | Introduction to Teaching and Learning | 2 | F, Sp, Su |
| FNED 246 | Schooling for Social Justice | 4 | F, Sp, Su |
| SED 301 | Discourses, Literacies, and Technologies of Learning | 2 | F |
| SED 302 | Teaching and Learning: Humanities in Communities | 2 | F |
| SPED 333 | Introduction to Special Education: Policies/Practices | 3 | F, Sp |
| TESL 401 | Introduction to Teaching Emergent Bilinguals | 4 | F, Sp |
|  |  |  |  |
| TESL 402 | Application of Second Language Acquisition | 3 | F, Sp |
|  | -Or- |  |  |
| MLAN 400 | Applied Linguistics | 3 | Sp |
|  |  |  |  |
| WLED 201 | Introduction to World Languages Education | 4 | Sp |
| WLED 417 | Practicum II: PK-12 World Languages Education | 2 | F |
| WLED 420 | Introduction to Student Teaching | 2 | Early Spring |
| WLED 421 | Student Teaching in Secondary Education | 7 | Sp |
| WLED 422 | Student Teaching Seminar in Secondary Education | 3 | Sp |

Total Credit Hours: 48

Note: CEP 215 satisfies the General Education Social and Behavioral Science (SB) requirement

French Concentration

Along with completing required courses in world languages education, students electing a major in world languages with a concentration in French must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| FREN 201 | Advanced French: Conversation and Composition | 4 | F |
| FREN 202 | Advanced French: Composition and Conversation | 4 | Sp |
|  | FOUR COURSES in French at the 300-level | 16 |  |
| FREN 420 | Applied Grammar | 3 | Alternate years |
| FREN 460 | Seminar in French | 3 | F |
|  | TWO COURSES in another world language | 8 |  |

Note: To enroll in WLED 417, students must have completed FREN 201, FREN 202, three 300-level courses in FREN, and FREN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; a score of 162 on the French World Language (5174) exam; and a score of Advanced Low or higher on the French-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT).

Total Credit Hours: 38

Portuguese Concentration

Along with completing required courses in world languages education, students electing a major in world languages with a concentration in Portuguese must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| PORT 201 | Conversation and Composition | 4 | F |
| PORT 202 | Composition and Conversation | 4 | Sp |
|  | FOUR COURSES in Portuguese at the 300-level | 16 |  |
| PORT 420 | Applied Grammar | 3 | Alternate years |
| PORT 460 | Seminar in Portuguese | 3 | As needed |
|  | TWO COURSES in another world language | 8 |  |

Note: To enroll in WLED 417, students must have completed PORT 201, PORT 202, three 300-level courses in Portuguese, and PORT 420 Exam prerequisites to enrollment are Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; and a score of Advanced Low or higher on the French-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT)..

Total Credit Hours: 38

Spanish Concentration

Along with completing required courses in world languages education, students electing a major in world languages with a concentration in Spanish must complete the following courses with a minimum grade point average of 3.00:

|  |  |  |  |
| --- | --- | --- | --- |
| SPAN 201 | Conversation and Composition | 4 | F, Sp |
| SPAN 202 | Composition and Conversation | 4 | F, Sp |
| SPAN 310 | Spanish Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 311 | Spanish Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 312 | Latin American Literature and Culture: Pre-Eighteenth Century | 4 | F |
| SPAN 313 | Latin American Literature and Culture: From Eighteenth Century | 4 | Sp |
| SPAN 420 | Applied Grammar | 3 | Sp |
| SPAN 460 | Seminar in Spanish | 3 | F |
|  | TWO COURSES in another world language | 8 |  |

Note: To enroll in WLED 417, students must have completed SPAN 201, SPAN 202, three 300-level courses in Spanish, and SPAN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching Principles of Learning and Teaching Grades K-6 (5622) score of 160 OR 7-12 (5624) score of 157; a score of 168 on the Spanish World Language (5195) exam; and a score of Advanced Low on the Spanish-language Oral Proficiency Interview (OPI or OPIc) and Writing Proficiency Test (WPT).

Total Credit Hours: 38

World Languages Education M.A.T.

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.

2. Official transcripts of all undergraduate and graduate records.

3. A minimum cumulative grade-point average of 3.00 on a 4.00 scale in undergraduate coursework.

4. An official report of scores on the appropriate Praxis II Content Knowledge Test and/or OPI, with a minimum score as established by the Department of Educational Studies.

5. An official report of passing scores on one of the Assessment of Basic Skills Tests. See web page for cut off scores for SAT, ACT, Core, and GRE.

6. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.

7. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.

8. A Statement of Educational Philosophy.

9. A current résumé.

10. An interview with an advisor in the M.A.T. program.

11. A plan of study approved by the advisor and appropriate dean.

Course Requirements

Foundations Component

|  |  |  |  |
| --- | --- | --- | --- |
| CEP 552 | Psychological Perspectives on Learning and Teaching | 3 | F, Su |
| FNED 546 | This course has been deleted. See program director for substitute course. (Contexts of Schooling) | 4 |  |

Professional Education Component

|  |  |  |  |
| --- | --- | --- | --- |
| CURR 410 | Teaching World Languages in Elementary Education | 4 | Sp as needed |
| SED 506 | Survey of Instructional Design | 3 | F, Su |
| SED 511 | Content and Pedagogy in Secondary Education | 4 | F |
| SED 512 | Field Practicum in Secondary Education | 2 | F |
| SED 521 | Student Teaching in Secondary Schools | 7 | F, Sp |
| SED 522 | Student Teaching Seminar in Secondary Education | 2 | Sp |
| SPED 531 | Universal Design for Educating All Students | 3 | F, Sp |

Capstone Course

The capstone experience is incorporated into SED 522 (Student Teaching Seminar). 0 credit hours.

Choose Concentration A or B

A. Pedagogy Concentration (Not currently accepting applications)

|  |  |  |  |
| --- | --- | --- | --- |
| FNED 547 | This course has been deleted. See program director for substitute course. (Introduction to Classroom Research) | 3 |  |
| INST 516 | This course has been deleted. See program director for substitute course. (Integrating Technology into Instruction) | 3 |  |

B. French, Portuguese and Spanish Concentrations

FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.

COURSE DESCRIPTIONS:

THTR 477 - Touring Theatre Production (3)

The student actor and student technician are trained in the touring process. Focus is on vivid material and concept, movement, and dialogue, rather than on technical production. 15 contact hours.

Prerequisite: For student actors: THTR 105, THTR 110, THTR 220, THTR 221, THTR 222, THTR 320, THTR 321, and consent of department chair. For student technicians: THTR 105, THTR 110, THTR 411, and one course from THTR 412, THTR 414, THTR 415, THTR 417, and consent of department chair.

Offered: Fall.

THTR 478 - Theatre Production IV (1)

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 378 or consent of department chair.

Offered: Fall, Spring.

THTR 490 - Independent Study in Theatre (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. The Independent Study in Theatre may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

THTR 491 - Independent Study I (3)

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Junior or senior standing, consent of instructor, department chair and dean, and admission to the theatre honors program.

Offered: As needed.

THTR 492 - Independent Study II (3)

This course continues the development of research or activity begun in THTR 491. For departmental honors, the project requires final assessment form the department.

Prerequisite: THTR 491 and consent of instructor, department chair and dean.

Offered: As needed.

THTR 493 - Special Problems in Design (3)

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

Prerequisite: Junior or senior standing and consent of department chair and dean.

Offered: As needed.

THTR 498 - Special Problems in Directing (3)

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

Prerequisite: Junior or senior standing and consent of department chair and dean.

Offered: As needed.

## WLED – World Languages Education

WLED 201 - Introduction to World Languages Education (4)

Introduces teacher candidates to the processes, procedures, and contexts of effective lesson planning and assessment in PK-12 world language classrooms. Clinical preparation experiences in the broader language community included.

Prerequisite: FNED 246 and 8 credits in content area.

Offered: Spring.

WLED 317 – Practicum I: Community-Based Language Learning (4)

Teacher candidates complete a community-based practicum in a public, private, or nonprofit organization within the target language community, either locally or abroad. Clinical preparation (3 weeks or equivalent).

Prerequisite: WLED 201.

Offered: Fall.

WLED 417 – Practicum II: PK-12 World Languages Education (4)

Teacher candidates examine principles, methods, content, and curriculum in PK-12 world languages education and plan and implement lessons with a critical social justice focus. Clinical preparation (3 weeks or equivalent.

Prerequisite: WLED 317; and students must submit passing scores for the language-specific Oral Proficiency Interview and Writing Proficiency Test (Advanced Low or higher); the Praxis II Principles of Learning and Teaching Grades K-6 (5622) (score of 160 or higher) OR the Praxis II: Principles of Learning and Teaching 7-12 Test (5624) (score of 157 or higher); and the language-specific ETS language content exam, if applicable. See also under individual language concentrations for additional information on specific language requirements.

Offered: Fall.

WLED 420 – Introduction to Student Teaching (2)

Teacher candidates will participate in a three-week clinical preparation in the field. This induction phase will orient secondary education teacher candidates to their student teaching semester. This course will involve student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 420, TECH 420, and WLED 420. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 421 and WLED 422. To be admitted into WLED 420, WLED 421, and WLED 422, the student must have completed all other required courses.

Offered: Early Spring.

WLED 421 – Student Teaching in Secondary Education (7)

In this culminating field experience, candidates complete a teaching experience in a PK-12 school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. This course will involve student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 421, TECH 421, and WLED 421. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 420 and WLED 422; completion of all program requirements and all required education courses, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; undergraduate, second degree, and RITE students must have a cumulative GPA of 2.75 a full semester prior to student teaching; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; undergraduate and second degree students must complete the community service requirement; all candidates must have passing score(s) on the Praxis II, approved mini-teacher candidate work sample; and a negative result from the required tuberculin test. To be admitted into WLED 420, WLED 421, and WLED 422, the student must have completed all other required courses.

Offered: Spring.

WLED 422 – Student Teaching Seminar in Secondary Education (3)

This is an integrative and culminating experience in the professional program in world languages education. Students reflect on their initial experience as classroom teachers. This course will involve discussion of student teaching in PK-12 settings. Students cannot receive credit for more than one of the following: SED 422, TECH 422, and WLED 422. Graded S, U.

Prerequisite: Concurrent enrollment in WLED 420 and WLED 421. To be admitted into WLED 420, WLED 421, and WLED 422, the student must have completed all other required courses.

Offered: Spring.

## YDEV - Youth Development

YDEV 300 - Introduction to Youth Development (4)

Students will explore basic dimensions of youth work, professional practice and contexts of play and learning. The course requires travel to youth development settings.

Prerequisite: At least 24 credits. A BCI (state background check) is required.

Offered: Fall, Spring.

YDEV 352 - Seminar in Youth Development (3)

This foundational seminar in the youth development program provides a framework to integrate the multidisciplinary approaches of education, social work, and nonprofit studies. (Formerly FNED 352).

Prerequisite: FNED 346, SWRK 240, and concurrent enrollment in YDEV 353.

Offered: Fall.