# UNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORMhttp://www.ric.edu/webcommunications/images/SealWithText_Small_Black.png

## Cover page scroll over blue text to see further important [instructions](#2xcytpi): please read.

**N.B. DO NOT USE HIGHLIGHT, PLEASE DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| A.1. [Course or program](#gjdgxs) | **Bachelor of arts in World languages education with a concentration in portuguese** |  |
| [Replacing](#3znysh7)  |  |
| A.2. [Proposal type](#1ci93xb) | **Program:** [**revision**](#2et92p0) |
| A.3. [Originator](#tyjcwt) | **Erin Papa** | [Home department](#3dy6vkm) | **Educational Studies** |
| A.4. [Context and Rationale](#1t3h5sf)  | The field of world languages education is undergoing a paradigm shift to a proficiency-based, communicative approach for teaching and learning. This is most clearly defined in the refreshed national standards, the *ACTFL World-Readiness Standards for Learning Languages* (2015). In this new framework -- which focuses on what learners can do with the language in meaningful, relevant, and culturally and linguistically authentic contexts -- teacher candidates need new content, new pedagogies, and new field experiences to support their development and growth.There are three frameworks that anchor the changes in this revised program:1. Focus on Social Justice, Policy, and Advocacy

In this revised program, all education courses are infused with an attention to policy and advocacy. From the very first methods course (WLED 201), teacher candidates will examine their own identities in relation to the policies and programs that serve World Language students in our state. In advanced courses, candidates write a educational policy pitch, attend a public hearing or forum on world language education, and work within a local school community to advocate for multilingual learners and their families. This new focus is aligned with ACTFL standard 6 and with the FSHED outcome 5.1. Focus on Language Communities Locally and Abroad

In this revised program, teacher candidates will spend time exploring, participating in, teaching in, and engaging with language communities throughout their education courses. There are two practicum courses, the first of which is a community-based practicum designed to take place during a semester abroad. For candidates who are unable to study abroad, the practicum will take place in a language-specific community organization locally. This new focus on immersion in language communities is consistent with the ACTFL’s call for more “interactions with target language speakers in the community” and RIDE’s target area for interacting with families/communities.1. Focus on Heritage Learners

Over 20% of Rhode Islanders speak languages other than English at home (slightly higher than the national average). This number is significantly higher in Rhode Island’s urban public school systems, e.g. Central Falls, Providence, Pawtucket, and Woonsocket. The most commonly spoken languages in Rhode Island other than English are Spanish, Portuguese (or Portuguese Creoles), and French (or French Creoles), which are the languages candidates in the RIC World Languages Education Program are being prepared to teach. For this reason, all of our candidates must be prepared to work with heritage learners (HLs), second language (L2) learners, and native language learners. Drawing on extensive research into programs around the country, current literature on best practices, RIDE certification requirements for PK-12 World Language Educators, as well as input from our Advisory Committee, a number of changes to the existing program are proposed to achieve this new vision. Currently World Languages candidates follow a Secondary Education sequence with one early world language methods course (CURR 410) that adds elementary experience. The redesigned program will replace these courses with a series of courses using the prefix WLED, creating an identity for our candidates and the program. Candidates will take their first WLED course in the second year (WLED 201), a community-based practicum course in the third year (WLED 317), and a PK-12 practicum course (WLED 417) and 18 weeks of student teaching (WLED 420, 421, 422) in the fourth year. During the third year, WLED candidates will also take two interdisciplinary secondary education methods courses (SED 301 and SED 302) alongside other teacher candidates. In content courses, the old program required 33-35 credits in language (PORT 201, 202, 301, 302, 304, 305, 420 and two additional 300- or 400-level courses). In this revision, candidates will take 201 and 202, choose four 300-level courses, and take 420 and 460, bringing the total to 30 credits in the language, which is in line with RIDE requirements. In the old program, candidates took two seminars in MLAN (360 and 400) taught in English. We have removed MLAN 360 and added the new required TESL 401 course (required of all FSEHD students) on teaching emergent bilinguals, which will prepare our candidates to teach heritage language learners. We have also added an option for candidates to choose either MLAN 400 of the second TESOL course (TESL 402), both of which cover applied linguistics. These new TESOL courses give candidates a start toward an additional certification in TESOL should they chose to pursue it. Candidates will still take two courses in an additional language and will be offered the option to complete a Certificate of Undergraduate Study in that language to add an additional world language certification, making them more attractive to hiring districts.This program will help to address the critical need (shortage) for world language teachers within the State of Rhode Island. This program meets the 2018 educational requirements from the Rhode Island Department of Education and the current content requirements from the American Council on the Teaching of Foreign Languages/Council for the Accreditation of Education Preparation.  |
| A.5. [Student impact](#4d34og8) | Stronger identity in the major; more integrated program across FSEHD and A&S. |
| A.6. [Impact on other programs](#3whwml4)  | **fewer students in MLAN 360**  |
| A.7. [Resource impact](#2bn6wsx) | [*Faculty PT & FT*](#qsh70q):  | **No impact** |
| [*Library*:](#3as4poj) | **No impact** |
| [*Technology*](#1pxezwc) | **No impact** |
| [*Facilities*](#49x2ik5): | **No impact**  |
| A.8. [Semester effective](#3rdcrjn) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#3rdcrjn) |  |

 C. [Program Proposals](#26in1rg) **complete only what is relevant to your proposal Delete this whole page if the proposal is not revising, creating, deleting or suspending any program.**

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|  | [Old (for revisions only)](#lnxbz9) | New/revised |
| C.1. [Enrollments](#35nkun2) | **0-12** | **0-12** |
| C.2. [Admission requirements](#1ksv4uv) |  |  |
| C.3. [Retention requirements](#44sinio) |  |  |
| C.4. [Course requirements](#2jxsxqh) for each program option | **EDUCATION (35)**CEP 315 (3)FNED 346 (4)SED 406 (3)CURR 410 (4)SED 411 (4)SED 412 (2)SED 421 (10)SED 422 (2)SPED 433 (3)**PORTUGUESE CONTENT (47-49)**PORT 201 (4)PORT 202 (4)PORT 301 (4)PORT 302 (4)PORT 303 (4)PORT 304 (4)PORT 420 (3)MLAN 360 (3)MLAN 400 (3)2 Portuguese electives at the 300-level or above (6-8)2 courses in another foreign language (8) | **EDUCATION (48)**CEP 215 (4) (doubles as GenEd SB)FNED 101 (2)FNED 246 (4)SED 301 (2)SED 302 (2)SPED 333 (3)TESL 401 (4)MLAN 400 (3) or TESL 402 (3)WLED 201 (4)WLED 317 (4)WLED 417 (4)WLED 420 (2)WLED 421 (7)WLED 422 (3)**PORTUGUESE CONTENT (38)**PORT 201 (4)PORT 202 (4)4 Portuguese courses at the 300 level (16)PORT 420 (3)PORT 460 (3)2 courses in another language (8) |
| C.5. [Credit count](#3j2qqm3) for each program option | **82-84** | **86** |
| C.6. Other changes if any |  |  |
| C.7 [Program goals](http://www-prod.ric.edu/curriculum_committee/documents/Program%20goals)Needed for all new programs | Met old requirements, including certification in one world language.  | To have a program which meets the standards for our profession, is aligned with new FSEHD outcomes and RIDE requirements, and that meets the critical need for language teachers in our state and nation. |

## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

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| Name | Position/affiliation | [Signature](#_2p2csry) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August or Julie Horwitz | Co-Interim Deans of FSEHD |  |  |

##### D.2. [Acknowledgements](#1y810tw): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

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| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#4i7ojhp) | Date |
| Eliani Basile | Chair, Modern Languages |  |  |
| Earl Simson | Dean FAS |  |  |
|  |  |  |  |