# 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](#3o7alnk): 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) | **WLED 201 – introduction to World Languages Education** |  |
| [Replacing](#3znysh7)  | **[CURR 410 – teaching world languages in elementary education—this will be deleted after the current cohort has moved through]** |
| A.2. [Proposal type](#2et92p0) | **Course: creation**  |
| A.3. [Originator](#3dy6vkm) | **Erin Papa** | [Home department](#1t3h5sf) | **Educational Studies** |
| A.4. [Context and Rationale](#4d34og8)  | This is the first course in the redesigned pedagogical sequence of the PK-12 World Languages Education program and serves as an introduction to the American Council on the Teaching of Foreign Languages (ACTFL)/Council for the Accreditation of Educator Preparation (CAEP) Standards and the field of world languages education.WLED 201 replaces CURR 410 Teaching World Languages in Elementary Education and broadens the focus to teaching and learning of world languages across PK-12 to align with the current world languages certification requirements. The new prefix will allow students in the World Language programs to better identify the courses they need to take.This course introduces candidates to key components of planning and assessment for world languages programs. Candidates will engage in linguistic and cultural critical self-reflection, including how they acquired languages and also regarding which and whose languages we teach. In addition, candidates will be introduced to the policies, histories, and interests that frame ideologies affecting language education. Candidates will learn the procedures of planning, including writing language and content objectives and ensuring that lessons incorporate the three modes of communication (Interpersonal, Interpretive, Presentational) and intercultural communicative competence; are culturally responsive; and meet students’ diverse needs, abilities and experiences.  Candidates will learn how to interpret standards (ACTFL--American Council on the Teaching of Foreign Languages, Teaching Tolerance Social Justice Standards, RIPTS—RI Professional Teacher Standards, CCSS--Common Core State Standards) and how they fit into the lesson and thematic unit planning process. In addition to practicing lesson plan writing, candidates will also be introduced to different ways of teaching, such as developing effective lecture materials using digital tools, collaborative learning, whole class and small group discussions, and differentiated instruction, using the [Teacher Effectiveness for Language Learning (TELL) Project](http://www.tellproject.org/) tools to provide peer feedback and to self-assess. Candidates will have opportunities to read, interpret and evaluate existing assessments in their discipline at the PK-12 levels; and develop culturally responsive formative and summative integrated performance assessments (IPAs), including writing prompts, quizzes, tests, and rubrics.  |
| A.5. [Student impact](#2s8eyo1) | World Languages Education majors across language concentrations will take WLED 201. The course will be taken earlier (than CURR 410 was taken previously) in the 4th semester, allowing candidates more time to develop their skills and identities as WL educators. |
| A.6. [Impact on other programs](#23ckvvd)  | **N/A** |
| A.7. [Resource impact](#ihv636) | [*Faculty PT & FT*](#32hioqz):  | **No impact** |
| [*Library*:](#1hmsyys) | **No impact** |
| [*Technology*](#41mghml) | **No impact** |
| [*Facilities*](#2grqrue): | **No impact** |
| A.8. [Semester effective](#26in1rg) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#26in1rg) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#vx1227)  **DO NOT USE HIGHLIGHT. DELETE THIS WHOLE PAGE IF THE PROPOSAL DOES NOT INCLUDE A NEW OR REVISED COURSE.**

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|  | Old ([for revisions only](#3fwokq0))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| B.1. [Course prefix and number](#lnxbz9)  |  | **WLED 201** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#35nkun2)  |  | **Introduction to World Languages Education** |
| B.4. [Course description](#1ksv4uv)  |  | Introduces teacher candidates to the processes, procedures, and contexts of effective lesson planning and assessment in all PK-12 world language classrooms. Clinical preparation experiences in the broader language community included. |
| B.5. [Prerequisite(s)](#44sinio) |  | **FNED 246 and 8 credits in content area** |
| B.6. [Offered](#1v1yuxt) |  | **Spring**  |
| B.7. [Contact hours](#2jxsxqh)  |  | **5** |
| B.8. [Credit hours](#z337ya) |  | **4** |
| B.9. [Justify differences if any](#3j2qqm3) |  | **Students will participate in clinical preparation experiences focusing on the broader language community, including but not limited to classrooms.** |
| B.10. [Grading system](#4f1mdlm)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1y810tw) |  | **Fieldwork |Lecture | Hybrid** |
| B.12.[Categories](#4i7ojhp) |  | **Required for major/minor | Required for Certification** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#2xcytpi)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#1ci93xb) |  | **Attendance | Class participation | Presentations |Class Work | Interviews | Observations | Lesson Plans | Unit Plan** |
| B.16. [Redundancy statement](#3whwml4) |  | **N/A** |
| B. 17. Other changes, if any |  |

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| B.18**.** [**Course learning outcomes**](#2bn6wsx)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#qsh70q)**, if relevant** | [**How will each outcome be measured**](#3as4poj)**?** |
| Candidates will analyze their own language acquisition experience and current proficiency level; | ACTFL 1, 5, 6; RIPTS 10 | Linguistic and Cultural Critical Self-Reflection |
| Demonstrate an understanding of key principles of the relationship of a variety of well articulated, sequential, and developmentally appropriate PK-12 world program models to language outcomes; | ACTFL 3b; RIPTS 1, 2, 3, 4, 5 | Written Analysis of who has/has not access to WL Education & policy implications |
| Demonstrate a developing understanding of child and adolescent development and language acquisition for the creation of supportive, linguistically and culturally rich learning environments for each student, including heritage language learners and students with special needs; | ACTFL 3a, 3b; RIPTS 3, 4 | WL Classroom Video Analysis Using TELL Project Feedback Tools & ACTFL Lesson Plan Template,Classroom Observation Written Reflection |
| Develop and implement lesson plans aligned with the ACTFL World-Readiness Standards for Learning Languages, the Teaching Tolerance Social Justices Standards, and the Common Core State Standards using the NCSSFL-ACTFL Can Do Statements for each mode of communication and for Intercultural Communication; | ACTFL 4, 5; RIPTS 3, 9 | WL Lesson Plans developed using the ACTFL-aligned Lesson Plan Template |
| Demonstrate target cultural understandings, intercultural communicative competence (ICC), and compare cultures through perspectives, products, and practices of those cultures, including connections to target language communities; | ACTFL 2a, 4; RIPTS 1, 2, 6, 7 | Linguistic and Cultural Critical Self-Reflection,WL Lesson Plans developed using the ACTFL-aligned Lesson Plan Template |
| Recognize the key differences in interpretation and implementation of policies affecting world language education; | ACTFL 6; RIPTS 7, 8, 10, 11 | Public Forum/Hearing Written Reflection |
| Recognize and explain the differences among formative and summative assessments, including Integrated Performance Assessments (IPAs); | ACTFL 5; RIPTS 9 | Observations & Written Reflections  |
| Analyze candidate and teacher assessments, including the Teacher Effectiveness for Language Learning (TELL) Project Focused Feedback and Self-Assessment Tools, RI-ICEE, and RI teacher evaluation plans. | ACTFL 5, 6; RIPTS RIPTS 9, 10 | Written/Oral Analysis and Reflection |

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| B.19. [**Topical outline**](#1pxezwc)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Introduction to the course and to Teaching World Languages for Social Justice
	1. Positioning Ourselves - Exploring our frames of reference as World Language Educators
	2. Critically examining our own language learning experiences
2. World language program models and related policies
	1. Who has access to world languages education and who does not?
	2. World language program models: FLEX, FLES, heritage, second language, K-12 articulation
	3. What policies affect world language education?
3. Fundamentals: Who are our learners?
	1. Heritage language learners (HLLs) vs. L2 learners
	2. Linguistic varieties
4. Planning: Unpacking the Standards & Understanding ACTFL proficiency levels
	1. ACTFL World Readiness Standards for Learning Languages, ACTFL Proficiency Guidelines and NCSSFL-ACTFL Can Do Statements
	2. Teaching Tolerance Social Justice Standards
	3. ACTFL-Common Core and ACTFL-21st Century Skills Crosswalk Documents
	4. ACTFL Core Practices
5. Planning: Backward Design
	1. Thematic Unit Planning in PK-8 vs. Secondary
	2. Lesson Planning in PK-8 vs. Secondary
	3. Three modes of communication: Interpersonal, Interpretive, Presentational
6. The Learning Experience
	1. Language learning fundamentals
	2. Strategies for building toward proficiency: Vocab development, functional chunks of language, interactive tasks, storytelling in PK-8 vs. Secondary
	3. Connecting language, culture, and content in PK-8 vs. Secondary
7. Performance and Feedback:
	1. Using assessment to help learners and programs grow
	2. Integrated Performance Assessment (IPA) of the three modes of communication
8. Environment: creating a classroom community
9. Learning Tools
	1. Selecting and using authentic materials
	2. Technology mediated language learning tools
10. Professionalism and Collaboration
	1. Participation in professional organizations and learning at the local, state, regional, national levels
	2. Collaboration across departments and districts
	3. Professional growth using Teacher Effectiveness for Language Learning (TELL) Project framework & tools
11. Programs/Policy/Advocacy
	1. Observe public hearing/forum related to language education
	2. Develop advocacy pitch
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## 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](#_2u6wntf) | Date |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Gerri August or Julie Horwitz | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#2p2csry): 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](#147n2zr) | Date |
| Eliani Basile | Chair of Modern Languages |  |  |
| Earl Simson | Dean of FAS |  |  |
|  |  |  |  |