# 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.**

|  |  |  |
| --- | --- | --- |
| A.1. [Course or program](#gjdgxs) | **WLED 417 –Practicum II: PK-12 World Languages Education** |  |
| [Replacing](#3znysh7)  | **(SED 411 & SED 412 in the world language Ed. program)** |
| 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 second practicum course in the pedagogical sequence of the redesigned PK-12 World Languages Education program. Previously world languages candidates took SED 411 & 412. Since the certification now covers PK-12, this practicum course is being substituted.Principles and practices of teaching world languages in grades Pre-K through 12 are presented with a critical social justice focus, including exploration of instructional practices, repertoire, and teaching world languages to students who are heritage language learners and those with special needs. This course includes a 3-week/90-hour (half in PK-8 and half in high school) clinical preparation component in which students will plan and implement lessons based on concepts, approaches, and strategies explored in class.  |
| A.5. [Student impact](#2s8eyo1) | **A better focused practicum experience** |
| A.6. [Impact on other programs](#23ckvvd)  | **N/A** |
| A.7. [Resource impact](#ihv636) | [*Faculty PT & FT*](#32hioqz):  | **Additional faculty would aid in recruitment of students for this high-need certification area.** |
| [*Library*:](#1hmsyys) | **The Curriculum Resource Center should reflect the needs of a world languages classroom and include texts for a variety of ages and interest levels** |
| [*Technology*](#41mghml) | **No impact** |
| [*Facilities*](#2grqrue): | **No impact** |
| A.8. [Semester effective](#26in1rg) | **Fall 2019** | A.9. [Rationale if sooner than next Fall](#26in1rg) |  |

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.**

|  |  |  |
| --- | --- | --- |
|  | 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 417** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#35nkun2)  |  | **Practicum II: PK-12 World Languages Education** |
| B.4. [Course description](#1ksv4uv)  |  | 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). |
| B.5. [Prerequisite(s)](#44sinio) |  | **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. |
| B.6. [Offered](#1v1yuxt) |  | **Fall**  |
| B.7. [Contact hours](#2jxsxqh)  |  | **4 + 3 weeks clinical preparation** |
| B.8. [Credit hours](#z337ya) |  | **4** |
| B.9. [Justify differences if any](#3j2qqm3) | 3 weeks or equivalent (per the new RIDE regulations) of level 3 clinical preparation will be in addition to the 4 hours of contact time. |
| B.10. [Grading system](#4f1mdlm)  |  | **Letter grade**  |
| B.11. [Instructional methods](#1y810tw) |  | **Fieldwork | Practicum | Seminar | Small group | Individual**  |
| 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 | RI-ICEE** **Performance Protocols | Lesson Plans** **| Reports of outside supervisor** |
| B.16. [Redundancy statement](#3whwml4) |  | **N/A** |
| B. 17. Other changes, if any |  |

|  |  |  |
| --- | --- | --- |
| 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 possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts at a minimum level of "Advanced Low". | ACTFL 1; RIPTS  | ACTFL OPI & WPT – All languagesPraxis for Spanish and French |
| Candidates demonstrate understanding of the multiple content areas that comprise the field of world language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language. | ACTFL 2; RIPTS 1, 2 | Lesson Plans and Thematic Unit Plan |
| Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students’ backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students’ needs. | ACTFL 3; RIPTS 3, 4, 6, 7 | Lesson Plans and Thematic Unit PlanTCMWSRI-ICEE |
| Candidates understand and use the national World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms. | ACTFL 4; RIPTS 1, 5, 8 | Lesson Plans and Thematic Unit PlanTCMWSRI-ICEE |
| Candidates design ongoing assessments using a variety of assessment models to show evidence of P-12 students’ ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders. | ACTFL 5; RIPTS 7, 9 | Lesson Plans and Thematic Unit PlanTCMWSRI-ICEE |
| Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders. | ACTFL 6; RIPTS 10, 11 | Attendance at RIFLA Conference and Written ReflectionTCMWS |

|  |
| --- |
| B.19. [**Topical outline**](#1pxezwc)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
| 1. Positioning ourselves and our learners within contexts
	1. Critical linguistic and cultural self-reflection
	2. Contextual factors (TCWS)
2. Designing Instruction
	1. Thematic unit planning – based on national standards (ACTFL World-Readiness Standards for Learning Languages, Common Core, 21st Century Skills), with clear, achievable, communicative goals using NCSSFL-ACTFL Can-Do Statements
	2. Integrated performance assessment (IPA) of the three modes of communication (interpersonal, interpretive, presentational); reflection on and assessment of Intercultural Communicative Competence (ICC); self-assessment and reflection using NCSSFL-ACTFL Can-Do Statements
	3. Project-based learning
3. ACTFL Core Practices; Putting High-Leverage Teaching Practices (HLTPs) into Practice (Glisan & Donato, 2017)
	1. Facilitating target language comprehensibility
	2. Building a classroom discourse community
	3. Guiding learners to interpret and discuss authentic texts
	4. Focusing on form – input oriented, meaning-based grammar instruction
	5. Focusing on cultural products, practices, perspectives in a dialogic context
	6. Providing corrective feedback to improve learner performance
4. Professional Learning Community Participation
	1. Membership and participation in professional organization(s) for language teachers (ACTFL,RIFLA, NECTFL, AATSP/AATF)
	2. Observations of classrooms of colleagues and reflection on observations
	3. Participation in professional learning network (PLN outside of class, e.g. #langchat, #earlylangchat, RIFLA Proficiency Institutes)
	4. Share work publicly for benefit of self and field, e.g. interview on a language-related podcast, thematic unit plan shared in PLN, research review blog post.
 |

## 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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Position/affiliation | [Signature](#147n2zr) | Date |
| Eliani Basile | Chair of Modern Languages |  |  |
| Earl Simson | Dean of FAS |  |  |