# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **WLED 517: Graduate Practicum in world languages education** | | | | |  |
| [Replacing](#Ifapplicable) | **(SED 511 & SED 512 in the world language Ed. program)** | | | | |  |
| A.2. [Proposal type](#type) | **Course: creation** | | | | |  |
| A.3. [Originator](#Originator) | **Erin Papa** | | [Home department](#home_dept) | | **Educational Studies** | |
| A.4. [Rationale](#Rationale)/Context | The purpose of this proposal is to create WLED 517: Graduate Practicum in World Languages Education. This is the PK-12 practicum course in the pedagogical sequence of the redesigned PK-12 World Languages Education program. Previously world languages candidates took SED 511 & 512. Since the certification now covers PK-12, this practicum course is being created.  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/105-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](#student_impact) | **A better focused practicum experience** | | | | | |
| A.6. Impact on other programs | **N/A** | | | | | |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*: | **No impact** | | | | |
|  | [*Library*:](#library) | **No impact** | | | | |
|  | [*Technology*](#technology) | **No impact** | | | | |
|  | [*Facilities*](#facilities): | **No impact** | | | | |
|  | Promotion/ Marketing needs | **None.** | | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2020** | A.9. Rationale if sooner than next fall | |  | | |

B. [NEW OR REVISED COURSES](#delete_if):

|  | New |
| --- | --- |
| B.1. [Course prefix and number](#cours_title) | **WLED 517** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **Graduate Practicum in World Languages Education** |
| B.4. [Course description](#description) | 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. |
| B.5. [Prerequisite(s)](#prereqs) | **WLED 501** |
| B.6. [Offered](#Offered) | **Spring | Annually |As needed.** |
| B.7. [Contact hours](#contacthours) | **6** |
| B.8. [Credit hours](#credits) | **4** |
| B.9. [Justify differences if any](#differences) | 105-hour practicum required |
| B.10. [Grading system](#grading) | **Letter grade** |
| B.11. [Instructional methods](#instr_methods) | **Fieldwork | Lecture | 0-50**[**% Online**](#Online) |
| B.12.[Categories](#required) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Clinical work | Fieldwork | Presentations | Papers |**  **Interviews | Projects |**  **| Reports of outside supervisor** |
| B.14. [Redundancy with, existing courses](#competing) | **N/A** |
| B. 15. Other changes, if any |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant** | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| 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/CAEP 1  RIPTS 10  FSEHD 3 | ACTFL OPI & WPT – All languages  Praxis 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/CAEP 2  RIPTS 1, 2, 3, 4, 5  FSEHD 1, 4 | 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/CAEP 3  RIPTS 3, 4  FSEHD 1, 2, 3, 4 | Lesson Plans and Thematic Unit Plan  TCMWS  RI-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/CAEP 4  RIPTS 3, 9  FSEHD 1, 4 | Lesson Plans and Thematic Unit Plan  TCMWS  RI-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/CAEP 5  RIPTS 1,2, 6, 7  FSEHD 5 | Lesson Plans and Thematic Unit Plan  TCMWS  RI-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/CAEP 6  RIPTS 7, 8, 9, 10  FSEHD 6 | Attendance at RIFLA Conference and Written Reflection  TCMWS |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 1. Positioning ourselves and our learners within contexts 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. |

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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee 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. |

## D. Signatures

* 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).
* 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 [graduatecommittee@ric.edu](mailto:graduatecommittee@ric.edu) and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee 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](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Erin Papa | Program Director of World Languages Education |  |  |
| Lesley Bogad | Chair of Educational Studies |  |  |
| Jeannine Dingus-Eason | Dean of FSEHD |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
| Eliani Basile | Chair of Modern Languages |  |  |
| Earl Simson | Dean of A&S |  |  |
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