# 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 520: Graduate Introduction to world languages Student Teaching** | | | | |  |
| [Replacing](#Ifapplicable) |  | | | | |  |
| 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 FSEHD is undergoing an expansive redesign of our teacher preparation programs in order to upgrade and to respond to accreditation needs.  As part of this redesign, the education programs are changing the credits structure around student teaching in order to ensure that teacher candidates will have more clinical hours in the field. In the old program, graduate candidates took 9 credits in their student teaching semester during spring of their senior year. The 9 credits were SED 521 (student teaching - 7 credits) and SED 522 (seminar for student teaching - 2 credits).  In the new format, we are keeping the same 9 credits but distributing them differently. Per these revisions, candidates will take:  WLED 520 (early spring, 2 credits)  WLED 521 (spring, 5 credits)  WLED 522 (spring, 2 credits)  This Graduate Committee proposal is for WLED 520, a new course that will introduce the student teaching experience in the early spring term and begin the teacher candidate’s work in the student teaching classroom, as well as preparation for the MAT Essay. | | | | | |
| A.5. [Student impact](#student_impact) | **WLED 520 is a new required course in the early spring term so it will give credits for the introductory student teaching work students often have to do over winter break. But there is no student impact in credits because credits for the student teaching sequence will remain the same.** | | | | | |
| 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 520** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title) | **Graduate Introduction to World Languages Student Teaching** |
| B.4. [Course description](#description) | Candidates participate in a three-week clinical preparation in the field. This induction phase orients world languages education candidates to their student teaching semester. Involves student teaching in PK-12 settings. |
| B.5. [Prerequisite(s)](#prereqs) | **Concurrent enrollment in WLED 521 and WLED 522;** completion of all program requirements and all required education, 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; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; 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 520, WLED 521 and WLED 522, the student must have completed all other required courses. |
| B.6. [Offered](#Offered) | **Early Spring** |
| B.7. [Contact hours](#contacthours) | **2 (plus 3 weeks of clinical preparation)** |
| B.8. [Credit hours](#credits) | **2** |
| B.9. [Justify differences if any](#differences) | This course will have two hours of face to face contact per week, plus some online modules introducing some of the student teaching requirements that teacher candidates will complete as class assignments. The course also involves three weeks (105 hours) of clinical practice in their student teaching placement. |
| B.10. [Grading system](#grading) | **S, U** |
| B.11. [Instructional methods](#instr_methods) | **Seminar, Fieldwork /Clinical practice, hybrid** |
| B.12.[Categories](#required) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Performance Protocols |**  **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) |
| --- | --- | --- |
| To begin the induction phase of  student teaching | ACTFL 6  FSEHD 2, 5 | OPP Orientation |
| To become familiar with the context and community of the student teaching placement site | ACTFL 2, 3, 6  RIPTS 1, 7  FSEHD 2 | Draft of TCWS Contextual Factors section |
| To become familiar with the teachers and staff in the student teaching site | ACTFL 6  RIPTS 7  FSEHD 5 | Collect all contact information for cooperating teacher and school per the Student Teaching Handbook |
| To reflect on issues of personal and professional identity related to this new professional role | ACTFL 6  RIPTS 10  FSEHD 3 | Reflection journal |
| Identifying how and where to incorporate investigation conclusions into the World Languages Education MAT Capstone Project (MAT Essay and TCWS). | ACTFL 1-6  RIPTS 1-11  FSEHD 1-6 | Proposal for MAT Capstone Project (MAT Essay and TCWS) |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
| --- |
| 1. What does it mean to be a Student Teacher?    1. Orientation with Office of Partnerships and Placements 2. The School and Community    1. Contextual Factors in the TCWS    2. Relationships with Teachers, Staff, Students, and Community 3. Teacher Identity in the Field    1. Professional dress and presentation of self    2. Learning from alumni 4. Preparing for Reflections of Practice    1. Starting a Reflection Journal    2. Orientation to the TCWS    3. Planning for MAT Capstone Project (MAT Essay and TCWS) 5. Preparing for Teaching Tools and Technology    1. Orientation to Chalk and Wire    2. Orientation to SMART goals |

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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 |  |  |
|  |  |  |  |