# 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 522: Graduate world languages Student Teaching Seminar**  |  |
| [Replacing](#Ifapplicable)  | **(Replacing sed 522 in the world languages 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 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 World Languages Education program is 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 522, a new course replacing SED 522 in the World Languages Ed. Program, and the substantive change we are making to this class is the addition of the MAT Essay, which combined with the TCWS will comprise the World Languages Education MAT Capstone Project. |
| A.5. [Student impact](#student_impact) | **N/A** |
| 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 521** |
| B.2. Cross listing number if any |  |
| B.3. [Course title](#title)  | **Graduate Student Teaching in World Languages Education** |
| B.4. [Course description](#description)  | In this integrative and culminating experience in world languages education, candidates reflect on their initial experience as classroom teachers. Involves discussion of student teaching in PK-12 settings.  |
| B.5. [Prerequisite(s)](#prereqs) | Concurrent enrollment in WLED 520 and WLED 521. |
| B.6. [Offered](#Offered) | **Spring**  |
| B.7. [Contact hours](#contacthours)  | **2** |
| B.8. [Credit hours](#credits) | **2** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) | **Seminar** |
| B.12.[Categories](#required) | **Required for program | Required for Certification** |
| B.13. [How will student performance be evaluated?](#performance) | **Attendance | Class participation | Class Work | Performance Protocols |****Projects**  |
| 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) |
| --- | --- | --- |
| Develop and grow an inquiry stance toward the practice of teaching | ACTFL 6RIPTS 10, 11FSEHD 2 | Reflections; PDs; MAT Essay |
| Develop and articulate a teaching identity that reflects your values and beliefs about World Language teaching, learning, and working positively with students | ACTFL 2, 6RIPTS 10, 11FSEHD 1-6 | Reflections; TCWS: Reflection; MAT Essay |
| Describe, critique, and improve the objectives, plans, and assessments developed over the course of student teaching | ACTFL 2, 3, 4, 5RIPTS 1-6, 8-10FSEHD 1, 2, 3 | Reflections; TCWS: SLO’s; RIC-ICEE; MAT Essay |
| Develop plans and strategies based on analysis of individual students and entire classes | ACTFL 3, 4, 5RIPTS 2-6, 9-11FSEHD 2, 3 | RIC-ICEE; TCWS: Analysis of Student Learning; MAT Essay |
| Explore factors that influence effective World Languages instruction including feedback, grouping and task decisions, and classroom management   | ACTFL 2, 3RIPTS 2-6, 8FSEHD 2, 6 | RIC-ICEE; TCWS: Contextual factors; Unit plan; MAT Essay |
| Reflect on self-performance in actual teaching situations in order to gain a deeper awareness of the process and principles in the World Languages classroom | ACTFL 1, 2,3, 5, 6RIPTS 10, 11FSEHD 6 | Reflections; RIC-ICEE Reflection; MAT Essay |
| Plan and implement World Languages instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society | ACTFL 1, 2, 3, 4, 5RIPTS 3-5, 7FSEHD 2, 3 | Reflections; TCWS: Contextual Factors, Unit Plan and rationale ; MAT Essay |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| **1) Reflections** (Weekly Reflections, and, at the end of Student Teaching, a Summary Reflection) **2) K-8 and Secondary World Languages Lesson Presentations to Peers, which incorporate Video Analysis** **3) Peer Led Mini-Professional Development Workshop** **4) MAT in World Languages Education Capstone Project: Teacher Candidate Work Sample (TCWS) and MAT Essay**  **5) World Languages Education Student Teaching Portfolio** **6) Knowledge of RI Initiatives Investigation, assessed with Quiz and in World Languages Teaching Portfolio** **ACTIVE CLASS PARTICIPATION IS EXPECTED AND WILL ALSO IMPACT YOUR FINAL COURSE GRADE (+/-).** |

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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 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 |  | Tab to add rows |

##### 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 |  |  |
|  |  |  | Tab to add rows |