# 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) | **M.A.T. in World languages Education - Concentrations in French, Portuguese, and spanish** |  |
| [Replacing](#Ifapplicable)  | **M.A.T. in World languages Education - Concentrations in French, portuguese, and spanish** |  |
| A.2. [Proposal type](#type) | **Program**:[**revision**](#revision) |  |
| A.3. [Originator](#Originator) | **Erin Papa** | [Home department](#home_dept) | **Educational Studies** |
| A.4. [Rationale](#Rationale)/Context | The World Languages Education Program in the Department of Educational Studies has carefully reviewed the courses and the course sequence in the M.A.T. in World Languages Education program. Due to accreditation requirements and new regulations by the Rhode Island Department of Education (RIDE) and new guidelines by RIC’s Feinstein School of Education and Human Development (FSEHD), including the addition of coursework in SPED and TESL/BLBC, existing courses in the M.A.T. in World Languages Education Program have been modified and re-sequenced, and new courses have been created, to provide learning opportunities that will further prepare our graduates to teach PK-12 world languages in a variety of settings. The changes are a result of feedback from our PK-12 World Languages Education partners and from the most recent Rhode Island Department of Education (RIDE) accreditation report. The changes are designed to more fully meet RIDE accreditation standards and new regulations, revised FSEHD Outcomes, and the American Council on the Teaching of Foreign Languages (ACTFL) Professional Standards for World Language Educators. –while continuing to meet accreditation standards of ACTFL/CAEP.The field of world languages education is undergoing a paradigm shift to a proficiency-based, communicative approach for teaching and learning. This is most clearly defined in the refreshed national standards, the *ACTFL World-Readiness Standards for Learning Languages* (2015).  In this new framework -- which focuses on what learners can do with the language in meaningful, relevant, and culturally and linguistically authentic contexts --  teacher candidates need new content, new pedagogies, and new field experiences to support their development and growth. There are three frameworks that anchor the changes in this revised program:1. Focus on Social Justice, Policy, and Advocacy

In this revised program, all education courses are infused with an attention to policy and advocacy.   From the very first methods course (WLED 501), teacher candidates will examine their own identities in relation to the policies and programs that serve World Language students in our state.  In advanced courses, candidates write a educational policy pitch, attend a public hearing or forum on world language education, and work within a local school community to advocate for multilingual learners and their families. This new focus is aligned with ACTFL standard 6 and with the FSHED outcome 5.1. Focus on Language Communities Locally and Abroad

In this revised program, teacher candidates will spend time exploring, participating in, teaching in, and engaging with language communities throughout their education courses.  There are two practicum courses, the first of which is a community-based practicum designed to take place during a semester abroad. For candidates who are unable to study abroad, the practicum will take place in a language-specific community organization locally. This new focus on immersion in language communities is consistent with the ACTFL’s call for more “interactions with target language speakers in the community” and RIDE’s target area for interacting with families/communities.1. Focus on Heritage Learners

Over 20% of Rhode Islanders speak languages other than English at home (slightly higher than the national average). This number is significantly higher in Rhode Island’s urban public school systems, e.g. Central Falls, Providence, Pawtucket, and Woonsocket. The most commonly spoken languages in Rhode Island other than English are Spanish, Portuguese (or Portuguese Creoles), and French (or French Creoles), which are the languages candidates in the RIC World Languages Education Program are being prepared to teach. For this reason, all of our candidates must be prepared to work with heritage learners (HLs), second language (L2) learners, and native language learners.  RIDE world language teacher certification is now an All Grades World Language Teacher certification, which means M.A.T. in World Languages Education students must be prepared to teach world languages in public-school settings, grades PK-12 (previously it was a Secondary area). Drawing on extensive research into programs around the country, current literature on best practices, RIDE certification requirements for PK-12 World Language Educators, as well as input from our Advisory Committee, a number of changes to the existing program are proposed to achieve this new vision. Currently World Languages candidates follow a Secondary Education sequence with one early world language methods course (CURR 410) that adds elementary experience. **Changes to the World Languages Education Sequence:** 1. SPED 533 has been added as an optional course.
2. TESL 539 and the optional BLBC 516 have been added. These courses help prepare candidates to teach bilingual/heritage learners and can lead to TESOL/Bilingual certification.
3. WLED 501 (replaces CURR 410) introduces candidates to planning standards-based lessons, thematic units, and assessment in PK-12 world languages education, and neighborhoods/communities.
4. “Practicum” now includes a K-8 and a secondary experience (WLED 517) in order to optimize candidates’ pedagogical content knowledge and time in the field.
5. WLED 520, 521, 522 include 17 weeks of student teaching in PK-12
6. WLED graduate students will now be required to take WLED 522: Graduate Student Teaching Seminar in World Languages Education, a course that prepares them to complete the MAT in World Languages Education Capstone Project (MAT Essay and TCWS).
7. The total credits for the Graduate World Languages Education student teaching sequence will decrease from 12 to 9 credits in order to ensure graduate students’ full-time status while reducing the financial burden (tuition cost) to complete this unpaid, full-time clinical experience. Time in field extended due to new RIDE regulations. Credit distribution change: addition of new WLED 520 course for 2 credits while reducing credits for Graduate Student Teaching in World Languages Education (SED 521, to become WLED 521) from 7 to 5 credits.

**Changes to Modern Languages Concentration:**  1. Candidates still take 5 graduate courses in the language of their concentration, giving them the option to teach EEP courses (dual enrollment), which is attractive to hiring districts.
2. Candidates now also have the option to complete a **Certificate of Undergraduate Study** in 2nd language to add an additional certification.

The above changes in World Languages Education course requirements (an increase of 1 credit), are warranted to further prepare students for world languages teaching careers and to meet FSEHD outcomes – and accreditation and additional clinical experience requirements by RIDE.This program will help to address the critical need (shortage) for world language teachers within the State of Rhode Island.  |
| A.5. [Student impact](#student_impact) | **Stronger identity in the program; more integrated program across FSEHD and A&S.** |
| A.6. Impact on other programs | **Potentially more students in TESL 539, BLBC 516, SPED 533.** |
| 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 |  |

### C. [Program Proposals](#program_proposals)

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| C.1. [Enrollments](#enrollments) | **0-12** | **0-12** |
| C.2. [Admission requirements](#admissions) | 1. A completed application form accompanied by a $50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade-point average of 3.00 on a 4.00 scale in undergraduate coursework.
4. An official report of scores on the appropriate Praxis II Content Knowledge Test and/or OPI, with a minimum score as established by the Department of Educational Studies.
5. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
6. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
7. A Statement of Educational Philosophy.
8. A current résumé.
9. An interview with an advisor in the M.A.T. program.
10. A plan of study approved by the advisor and appropriate dean.
 | **Admission Requirements** 1. A completed application form accompanied by a $50 nonrefundable application fee.2. Official transcripts of all undergraduate and graduate records.3. A minimum cumulative grade-point average of 3.00 on a 4.00 scale in undergraduate coursework.4. An official report of scores on the appropriate Praxis II Content Knowledge Test, if available, and on the ACTFL OPI and WPT, with a minimum score as established by the Department of Educational Studies.5. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.6. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.7. A Statement of Educational Philosophy.8. A current résumé.9. An interview with an advisor in the M.A.T. program.10. A plan of study approved by the advisor and appropriate dean. |
| C.3. [Retention requirements](#retention) |  |  |
| C.4. [Course requirements](#course_reqs) for each program option | **Foundational Education Courses:**CEP 552 (3)FNED 546 (4)SPED 531 (3)SED 506 (3)**World Languages Education Courses:**CURR 410 (4)SED 511 (4)SED 512 (2)SED 521 (7)SED 522 (2)**ACADEMIC DISCIPLINE COMPONENT**15 credit hours of courses at the graduate level in the academic field in which certification is sought (French, Portuguese, or Spanish). | **Foundational Education Courses:**CEP 552 (3)FNED 546 (4)SPED 531 (3)TESL 539 (3)BLBC 516 or SPED 533 (3)**World Languages Education Courses:**WLED 501 (4)WLED 517 (4)WLED 520 (2)WLED 521 (5)WLED 522 (2)**ACADEMIC DISCIPLINE COMPONENT**15 credit hours of courses at the graduate level in the academic field in which certification is sought (French, Portuguese, or Spanish). |
| C.5. [Credit count](#credit_count) for each program option | **47** | **48** |
| C.6. Requirement for thesis, project, or comprehensive exam  | **Yes** | **Yes** |
| C.7. Other changes if any |  |  |

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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 |