

LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MDSK 04-09-10b

Proposal Title Course change in the Foreign Language MAT

Foreign Languages Program and Replacement of Content Courses with Pedagogy Courses

Originating Department _____

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9/18/10	9/28/10	9/28/10	Approved	<u>DEPARTMENT CHAIR</u> [print name here]
9/18/10	11/1/10	11/17/10	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> Print name: Jeanneine Jones
			NA Approved	<u>COLLEGE FACULTY CHAIR</u> Print name:
11-22-10		12-1-10	Approved	<u>COLLEGE DEAN</u> Print name here if signing on behalf of Dean:
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
12-2-10	2-1-11	2-2-11	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

COPY MADE
 Grad School ap

University of North Carolina at Charlotte

Revised Graduate

Course Changes in the Foreign Language M.A.T

A. PROPOSAL SUMMARY AND CATALOGUE COPY

1. SUMMARY.

The Department of Middle, Secondary, and K-12 Education proposes to replace one advanced language course (French, German or Spanish) with an advanced specialized pedagogy course.

2a. CATALOGUE COPY: NEW COURSES

There is one new course associated with this proposal. Students will have a choice between two specialized pedagogy courses. One of these specialized courses is already in existence (*MDSK 6220 - Adolescence & Learning*) and the other has recently been developed and is currently under review (proposal: MDSK 6-03-2010). The proposed catalogue copy of the new courses is provided below:

TESL 6206 Globalization, Communities, and Schools (3)

An examination of the intersection of globalization and education with specific attention to the experiences of children of immigration in North Carolina K-12 communities and the contemporary phenomenon of transnationalism. Implications for best K-12 educational practice are emphasized. This course does not carry a fieldwork requirement. Fall or Spring

2b. CATALOGUE COPY: REVISED COURSES

The proposed change will not result in any revisions to the course catalogue.

B. JUSTIFICATION

First, it is necessary to explain that the MAT in FLED program is in actuality a two-phase program for students who are public school teachers or who are preparing to teach. Students must complete the licensure phase (the 21 credit hours Graduate Certificate in FLED) prior to being accepted into the master's program (phase II). It should be noted that 3 foreign language credit hours have been added to phase I of the degree. Previously, there were no required content hours in phase I (the Graduate Certificate Program). The 3 credit hour addition in the content area to phase I was approved last year.

Another change to phase I of the program that was approved last year and that further lessens the impact of substituting an advanced pedagogy course for an advanced language course is the requirement that all candidates obtain a minimum score of advanced-low on the Oral Proficiency Interview (OPI). The addition of the OPI to phase I helps to ensure that all FLED teacher-candidates have the necessary knowledge in the content area (French, German or Spanish) prior to entering phase II of the program. The reduction of 3 credit hours of content, therefore, should not have a negative impact upon the content knowledge of the students.

The reduction in foreign language credit hours addresses another critical concern raised by MAT candidates specializing in French and German. There currently is no master's degree in French or German offered at UNC Charlotte. MAT candidates specializing in either of these two languages must therefore take 4000 level courses that are cross-listed as 5000 level courses, or take graduate level courses offered at other universities and transfer them into the program. It can be very challenging for candidates to find such courses that are offered at a time convenient to the schedule of a full-time teacher. Requiring students to find 3 graduate level courses in French or German has been problematic.

This substitution will allow candidates to take a specialized pedagogy course that would better align with their professional needs. Candidates will be able to choose one course that specifically aligns with their interests and professional needs and that addresses the changing demographics of their foreign language classrooms. Many foreign language teachers in Charlotte find themselves in urban high schools teaching adolescent learners and large ESL populations. English language learners of Hispanic origin are now commonly found in introductory level foreign language classrooms, as are unmotivated, adolescent learners. Future foreign language leaders need to learn how to address the needs of these students. The specialized pedagogy courses address these gaps and respond to feedback from school partners who recommended more preparation in meeting the needs of all adolescent learners. It should also be mentioned that the Coordinator of the MAT in FLED program sought feedback from the previous graduates of the program. Several graduates commented that the advanced-level content courses, while interesting, did little to prepare them to meet the needs of their changing classrooms. The proposed changes, thus, respond to the feedback received from previous students.

1. Pre-requisites/Co-requisites

NA

2. Course numbering.

NA

In place of one of the previously required content courses, in the proposed program candidates would choose one of the following specialized pedagogy courses: TESL 6206: Globalization, Communities, and Schools; *MDSK 6220 - Adolescence & Learning*. These courses are appropriately numbered at the 6000 level for Master's degrees. This proposal does not request a change in course numbers.

3. Program improvement.

The revised program will allow MAT in foreign language education candidates to choose one specialized pedagogy course that is geared toward current issues in classrooms. By offering the candidates a choice they will be able to select a course that is most applicable to their current teaching situation. Many of the foreign language teachers that graduate from UNC Charlotte find jobs in large and diverse urban high schools where they teach adolescent learners, large ESL populations, and students of poverty. The new specialized pedagogy courses address issues related to teaching teenagers, teaching in urban schools, and teaching English language learners. Foreign language teachers should find these courses highly applicable to their teaching environment.

C. IMPACT

1. Students served. The proposed changes would only impact graduate students pursuing the Master's of Arts in Teaching Foreign Languages Program (French, German or Spanish).
2. Effect on existing courses and curricula.
 - a. Schedule. Dr. Robert Reimer, the Chair of the Language and Culture Studies Department has assured us in the Department of Middle, Secondary, K-12 education that at least one 5000 or 6000 level foreign language course per year will be offered in each of the 3 languages (French, German and Spanish). This will allow all candidates in the MAT program in FLED to fulfill the 6 credit hour content requirement. With respect to the specialized pedagogy courses, MDSK 6220 is offered every semester and typically in the summer as well. TESL 6206 will be offered at least once a year.
 - b. Effect on other courses. It is worth noting that the MAT in FLED program is very small. Currently, there are fewer than one half dozen students enrolled in the program. Any changes, therefore, would have minimal impact on enrollment. Due to the reduction of required content hours in the MAT (phase II), Faculty teaching graduate level courses in Spanish may see one or two fewer MAT students in their classes. As there are no graduate level courses in French or German, this change would have no impact.

As MAT candidates would choose a specialized pedagogy course in place of the graduate content course, enrollment in these specialized pedagogy courses would possibly increase. However, due to the very small number of MAT candidates in the program, this increase would be minimal.

- c. Anticipated enrollment. Typically there are less than half a dozen students enrolled in the MAT program in Foreign Language Education at any given time.
- d. Effect on enrollment in other courses. As mentioned above, due to the relatively small number of MAT in FLED candidates, the impact on affected courses would not be significant.
- e. The following new course is included in the proposed MAT in FLED program. The curriculum proposal for this new course has been submitted and is currently under review.
TESL 6206: Globalization, Communities, and Schools (proposal: MDSK 6-03-2010)
- f. Catalogue copy affected: The proposed change will not result in any revisions to the course catalogue.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL

1. Personnel

- a. No new faculty would be required. The new courses would be taught by existing faculty. Due to the relatively small number of MAT in FLED candidates, the increased load on current faculty would be minimal.

2. Physical Facility: The College of Education has the physical resources necessary to support the proposed changes.

3. Equipment and Supplies: No new equipment or supplies will be needed.

4. Computer: No additional computer resources will be required.

5. Audio-Visual: No additional audio-visual requirements would be necessary.

6. Other Resources: No new/added resources would be required.

7. Source of funding for new resources: N/A

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- 1. Library Consultation: Library holdings are adequate to support the proposed change to the MAT in FLED program. A copy of the *Consultation on Library Holdings* is provided (see Attachment).

2. Consultation with other departments or units

- Documentation of consultation with Dr. Robert Reimer, Chair of the Department of Languages and Culture Studies (College of Liberal Arts and Science) has been provided (see Attachment).
- Documentation of consultation has also been provided by the Chair of the Department of Middle, Secondary and K-12 Education, Dr. Warren DiBiase (see Appendix). The foreign language education program falls under the responsibility of Dr. DiBiase's department.

F. INITIATION AND CONSIDERATION OF PROPOSAL

1. Originating Unit: Dr. Scott Kissau, coordinator of the Master's in Foreign Language Teaching Program, developed this proposal in the spring of 2010. Dr. Kissau consulted with several other faculty members in the College of Education and the Department of Languages and Culture Studies while developing this proposed change.

Several days prior to our monthly department meeting in April, 2010, a copy of the proposal was sent out to all faculty members in the Department of Middle, Secondary, K-12 Education for their perusal. During the department meeting faculty members had the opportunity to ask questions and voice concerns related to the proposal. After a brief discussion, the faculty members unanimously voted in favor of the proposal.

2. Other Considering Units: The Department of Languages and Culture Studies in the College of Liberal Arts and Sciences was also consulted during the development of the proposal. A letter of endorsement from Dr. Reimer, Chair of the Department of Languages and Culture Studies, is attached (see Attachment).

G. ATTACHMENTS

1. Appendix A: Proposed MAT in Foreign Language Education Planning Sheet
2. Appendix B: Library Consultation
3. Appendix C: Consultation with Department of Languages and Culture Studies
4. Appendix D: Consultation with Department of Middle, Secondary & K-12 Education

Appendix A
Foreign Language Education
Master of Arts in Teaching (MAT) Degree Requirements

MAT Phase Two (18 hours)

Prerequisites: Completion of Graduate Certificate Program (Phase I of the MAT).

Choose one of the following 2 specialized pedagogy courses:	Semester	Grade
TESL 6206: Globalization, Communities, and Schools Students MDSK 6220 - Adolescence & Learning		
Required Course:	Semester	Grade
SPAN xxxx: Three hours in graduate Spanish courses or FREN xxxx: Three hours in graduate French courses or GERM xxxx: Three hours in graduate German courses		
Required Course [Fall, Spring, Summer]	Semester	Grade
RSCH 6101 - Educational Research Methods		
Required Course [Spring]	Semester	Grade
FLED 6200: Advanced Methods of Teaching Foreign Languages		
<i>Final courses in Phase Two:</i>	Semester	Grade
MDSK 6260: Principles of Teacher Leadership (3) [Fall, Spring]		
MDSK 6691: Seminar in Professional Development (3) [Fall, Spring] Capstone Experience		

Appendix B

Library Consultation

To: Scott Kissau, Assistant Professor of Second Language Education

From: Judy Walker, Education/Curriculum Materials Librarian

Date: September 27, 2010

RE: Consultation on Library Holdings

Course/Program: Revision to the MAT in Foreign Language Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** September 27, 2010

Please Check One:

Holdings are superior _____

Holdings are adequate **X**

Holdings are adequate only if Dept. purchases additional items. _____

Holdings are inadequate _____

Comments:

There is no impact on library holdings due to the changes purposed in this revision.

Appendix D

Consultation with Department of Middle, Secondary & K-12 Education



UNC CHARLOTTE
College of Education

Department of Middle, Secondary and K-12 Education

9201 University City Blvd, Charlotte, NC 28223-0001
t/ 704.687.8875 f/ 704.687.6430 www.uncc.edu

September 27, 2010

Dr. Kissau:

I have reviewed the course and curriculum proposal form re Reduction of 3 Credit Hours to the Master's of Arts in Teaching Foreign Languages Program and Replacement of Content Courses with Pedagogy Courses and am fully supportive of the changes. The proposed changes will strengthen the program and better prepare the students for their work as practitioners in the field.

Sincerely,

A handwritten signature in black ink, appearing to read "Warren J DiBiase".

Warren J DiBiase, Ed.D.
Interim Chair

Appendix C




UNC CHARLOTTE

Department of Languages and Culture Studies

9201 University City Boulevard, Charlotte, NC 28223-0001
t/ 704.687.8754 f/ 704.687.3496 www.uncc.edu

Memorandum

To: Dr. Scott Kissau
From: Robert Reimer, Chair, Languages and Culture Studies 
Date: 9/17/2010
Re: Course and Curriculum Proposal from: Department of Middle, Secondary & K-12 Education

The Department of Languages and Culture Studies supports your proposal to to reduce the number of required credit hours in the content area (French, German or Spanish) by 6 credit hours in phase II of the MAT in Foreign Language Education (FLED) program and replace 3 of these content credit hours with 3 credit hours of specialized pedagogy.

We support the proposal with the stipulation that all candidates into the program obtain a minimum score of advanced-low on the Oral Proficiency Interview (OPI). The addition of the OPI to phase I helps to ensure that all FLED teacher-candidates have the necessary knowledge in the content area (French, German or Spanish) prior to entering phase II of the program.



UNC CHARLOTTE

College of Education

Department of Middle, Secondary and K-12 Education

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November 17, 2010


Dr. Scott Kissau
Assistant Professor
UNC Charlotte
9201 University City Boulevard
Suite 317B
Charlotte, NC 28223

RE: MAT FLED Course and Curriculum Proposal Form

Dear Scott:

I have reviewed the course and curriculum proposal form regarding Course Changes in the Foreign Language MAT and Replacement of Content Courses with Pedagogy Courses and am fully supportive of the changes. The proposed changes will strengthen the program and better prepare the students for their work as practitioners in the field.

Sincerely,



Warren J. DiBiase
Associate Professor/Chair
Middle, Secondary, and K-12 Education

WJD/myc