

The Master of Arts in Teaching World Languages proposal was approved by the Senate Council with a positive recommendation on Monday, April 18, 2005 with the following amendments:

- Some appropriate EPE courses should be considered to fulfill the College of Education portion of the degree.
- Those courses, specifically, are EPE 555, EPE 620, EPE 661 and EPE 665.

An objection to the proposal was raised on April 19, 2005, citing the breach of the central posting rule in the College of Education. On Monday, April 25, 2005 the Senate Council responded to the objection and instructed the Chair to require central posting of the Dean of the College of Education. The Dean complied on Thursday, April 28, 2005. Three responses were received by the Senate Council office that questioned the process but not the merits of the proposal. Two of the responses suggested the proposal be heard at a live faculty meeting in the college, while the third suggested the addition of a course to the above list.

On Monday, May 2, 2005 the Senate Council reaffirmed its approval and positive recommendation with the amendments listed above. The proposal will be forwarded to the May 9, 2005 University Senate meeting with a positive recommendation from the Senate Council, for the Senate's approval.

T R A N S M I T T A L

DATE: 03/10/2005

TO: Rebecca Scott
Senate Council

FROM: Roshan Nikou
Graduate Council

The Graduate Council met on February 17, 2005 and approved the following:

COLLEGE OF GRADUATE SCHOOL

New Program

Master of Arts in Teaching World Language

This program differs from the University's existing program leading to a Master of arts with Initial Certification in Foreign Language Education.



UNIVERSITY OF KENTUCKY

The Graduate School

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DATE: February 21, 2005

TO: **E. Yanarella**
Senate Council
153 Bowman Hall
CAMPUS 0059

Dear Dr. Ernest Yanarella,

At its meeting on February 17, 2005 the Graduate Council voted to approve the proposal from The Graduate School to start the new Master of Arts in Teaching World Languages Program. The Council submits this recommendation for the consideration of the Senate.

Thank you for your attention to this request.

Sincerely Yours,

A handwritten signature in cursive script that reads "Jeannine Blackwell".

Jeannine Blackwell, Dean
The Graduate School

Cc: Rebecca Scott

REQUEST FOR A NEW PROGRAM

MASTERS

Degree Title: Master of Arts in Teaching World Languages¹

Major Title: Teaching World Languages

Options: French, German, Latin, Russian, Spanish

Major code in SIS: GSMATWLA

Primary College: Graduate School

CIP Code: 16.0101

Accrediting Agency (if Applicable):

Within the Department who should be contacted for further information about the proposed program?

Name: Theodore Fiedler Email: tfiedler@uky.edu Phone: 859-257-4642
Sadia Zoubir-Shaw szoubir@uky.edu 859-257-5729

I. Submit a 1-2 page abstract narrative of the program proposal summarizing how this program will prepare Kentuckians for life and work, plans for collaboration with other institutions, and participation in the Kentucky Virtual University.

It is generally acknowledged that certified teachers are in short supply nationwide in a number of subject areas. This shortage is particularly acute in the area of world languages as globalization in its various forms has heightened awareness of the importance of this general subject area in the P-12 curriculum. While world languages are not currently considered part of the academic core curriculum in Kentucky schools, there is a statewide mandate that as of 2003-04 all college-bound high school students are expected to have completed two years of a world language successfully as a condition of their admission to Kentucky's public postsecondary institutions. This mandate has exacerbated an already existing shortage of teachers in this subject area. To help meet the critical need for more world language teachers in Kentucky schools—a need recently recertified by Gene Wilhoit, Kentucky's Commissioner of Education—the Department of Modern and Classical Languages, Literatures and Cultures, in cooperation with the Department of Hispanic Studies and the Department of Curriculum and Instruction, proposes a new degree program leading to a Master of Arts in Teaching World Languages (MATWL) with

¹ The term "world languages" is beginning to replace "foreign languages" in the current discourse on language education policy. Accordingly, Jaqueline Bott Van Houten, formerly the Foreign Language Consultant in the Kentucky Department of Education, now has the title World Language and International Education Consultant.

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simultaneous Initial Certification P-12. The proposed program is also in keeping with the prioritization of international studies and teacher preparation as areas for future development in the University of Kentucky's current strategic plan.

The proposed program differs from the University's existing program leading to a Master of Arts with Initial Certification (MIC) in Foreign Language Education, a program it is intended to replace, in several respects. Administratively and academically, the proposed MATWL program will be centered in the College of Arts & Sciences rather than the College of Education though faculty in the College of Education will continue to teach a number of the courses that are required of students enrolled in the program. This shift reflects a greater emphasis on content-based courses in the proposed MATWL curriculum as well as the fact that expertise in world language education and second language acquisition is already concentrated in the two language departments and the Program in Linguistics in the College of Arts and Sciences. It further reflects the fact that the specialist in world language education/second language acquisition who will be hired to direct the program, oversee the supervision of student teaching in the schools, and provide leadership in research in language pedagogy and second language acquisition will have a primary appointment (3/4) in the Department of Modern and Classical Languages and a secondary one (1/4) in the Department of Curriculum and Instruction. The MATWL curriculum will also include separate methods courses dealing specifically with teaching world languages at P-8 and 9-12 grade levels instead of an omnibus methods course for all P-12 levels. Thus students enrolled in the program will do a portion of their practice teaching below the secondary level and will be certified to teach their particular language or languages P-12 at the completion of the program.

The MATWL program further differs from the MIC program in welcoming applications for admission from individuals who are unable or do not intend to complete its curriculum as part of a single student cohort in the sweep of a summer, an academic year, and a second summer, e.g., teachers with emergency certification, teachers who already have certification in one language and want to become certified in a second, or students who need to pursue the program part-time while supporting themselves. It is expected that the altered focus and greater flexibility of the MATWL program combined with intensified recruitment efforts based in the languages will attract more students and thus increase the number of certified world language teachers that the University of Kentucky prepares for Kentucky schools. Given both the need for more qualified teachers of world languages and the CPE's minimum productivity requirement of seven graduates per year for MA degree programs, a major priority of the proposed program will be to develop effective recruiting strategies. One strategy will be to network with successful language teachers throughout the Commonwealth in order to pursue long-term recruiting of their best students into the profession of world language teaching. Although dependent on the vagaries of Kentucky's budgetary situation, some funding to provide support for students of the program is available through the Kentucky Higher Education Assistance Authority's Best-in-Class and Teacher Scholarship Programs. An effort will also be made to find foundation funding to match Bucks for Brains dollars in order to endow graduate fellowships for the program's students.

The proposed MATWL program initially provides for certification of teachers in French, German, Latin, Russian, and Spanish, making it the only program in the state that will offer certification in Latin and Russian. In the longer term the possibility of certification might extend

to Arabic, Chinese, and Japanese as language faculty in these growing disciplinary areas at UK work collaboratively with the Kentucky Department of Education and local school districts to increase the number of world languages that are taught regularly in Kentucky schools. It is clearly in keeping with the University's statewide mission that faculty involved in the proposed MATWL program assume a leadership role in all aspects of world language education in the Commonwealth.

Discussions with colleagues involved in offering related programs at Murray State University, the University of Louisville, and Western Kentucky University have led to the identification of the following areas of possible collaboration: course design; increasing language proficiency of students via the Kentucky Institute for International Studies; sharing expertise in language pedagogy via teleconferencing; supervision of student teaching of Russian in Louisville schools should this language be readded to the curriculum; developing a statewide consortium in cooperation with the Kentucky Department of Education charged with the continuing professional development of all of Kentucky's world language teachers. Colleagues consulted: Meg Brown, Professor of German and Spanish, Modern Languages, Murray State University 270.762.4526 / meg.brown@murraystate.edu
Gina Schack, Professor and Assistant Chair, Teaching and Learning, University of Louisville 502.852.0569 / gina.schack@louisville.edu
Tabitha Daniel, Professor and Chair, Curriculum and Instruction, Western Kentucky Univ. 270.745.2157 / tabitha.daniel@wku.edu
Linda Pickle, Professor of German and Chair, Modern Languages, Western Kentucky Univ. 270.745.2401 / linda.pickle@wku.edu

Once implemented, the proposed MATWL program will consider offering its methods courses via interactive video under KVVU auspices if there is sufficient demand.

II. Provide a comprehensive program description [complete curriculum, (Note: for Undergraduate program they would include this: by course/hours; i.e., College required courses, University Studies, pre-major courses, major courses, option courses, electives;)] Include how program will be evaluated and how student success will be measured (evaluative items may include retention in the major from fall to fall, success rate of completion for core courses, academic performance in suggested program electives. . . .)

Philosophy and Mission

The proposed MATWL program is grounded in three general assumptions:

- all children can learn;
- all children can learn languages;
- a child can learn any world language.

These assumptions are predicated on two conditions:

- the learner is free of psychological, physical, and neurological language handicaps;
- the context for teaching and learning is appropriate to the learner, the content, and the expected outcomes.

The proposed MATWL program is based furthermore on a cognitive conception of language learning that views language acquisition within the context of the overall intellectual

development of individual learners. Embracing the cognitive approach in world language education requires a teacher education program aware of and attentive to the fact that learning in general and language learning in particular are internal mental processes controlled by the individual but fostered by a nurturing environment and strong teaching principles. Linguistic structures in language acquisition can emerge only if a cognitive foundation has already been established. Cognitive-based methodologies emphasize meaningful learning and instructional practice embodied in the Standards for Foreign Language Learning in the 21st Century formulated by the American Council on the Teaching of Foreign Languages (ACTFL). Such learning should be grounded in performance-based instruction and assessment that takes into account:

- integrated, thematic, and content-related approaches to curriculum development and lesson planning;
- language immersion in the modern world languages, with the target language as both the content and the language of instruction;
- full integration of cultural themes.

The proposed MATWL program conceives of the world language teacher as a reflective decision maker and life-long learner who can provide sound and successful language education to all children. In keeping with the ACTFL Program Standards for the Preparation of Foreign Language Teachers as well as the Kentucky EPSB's New Teacher Standards for Preparation and Certification and Experienced Teacher Standards, the MATWL program is designed to develop practitioners who are:

- effective in applying the knowledge of teaching and learning processes in second-language acquisition and learning;
- able to conduct classroom research and formulate and implement professional development plans;
- provide leadership toward the improvement and expansion of world language education in the local school, the school district, the state, and/or the nation;
- prepared to draw upon a repertoire of cognitive and pedagogical strategies from which to make the most effective long-term professional decisions;
- proactive, informed, and student-oriented while seeking a lifetime of learning and professional growth;
- open to learning from many sources: their students, their colleagues, the academic world at large, their professional organizations, and their own experiences;
- enthusiastic in their efforts to engender knowledge and their belief that all students can learn effectively;
- aware that learning evolves on a continuum as research reveals new facts and evaluates existing data for accuracy while adding to the existing content knowledge base;
- knowledgeable about the multiple roads to intellectual rigor and effective leadership as they assist students and their fellow educators in seeking appropriate paths;
- attentive to Kentucky EPSB New Teacher Standards, Experienced Teacher Standards, and national performance standards of excellence for themselves and their students.

The conceptual framework for language teaching and learning that informs the proposed program is linked to the pragmatic assumption that knowing, understanding, and becoming competent in another culture—its language or languages, its literary and intellectual traditions, its values, its customs, its arts—is an economic and social necessity for all members of an educated and progressive community. The ability to communicate effectively within the framework of another culture will empower Kentuckians in their understanding of our increasingly globalized world, making them better-informed citizens while also enhancing the economic position of the Commonwealth of Kentucky in the global marketplace. The ultimate mission and goal of the proposed MATWL program is to prepare teachers who are well qualified to help all students gain such knowledge, understanding and competence.

Program Overview

In its most concentrated form the proposed MATWL spans an initial summer, an academic year, and a second summer. At the same time it offers a flexible curriculum format for all interested candidates. Full-time traditional students, second-career candidates, emergency-certified teachers, and certified teachers seeking professional development and rank advancement can participate in this program at a pace suited to their particular circumstances. The MATWL program provides thorough and solid training in education as well as the language content areas. Courses will be offered in the College of Arts and Sciences and the College of Education.

The faculty of the Departments of Hispanic Studies and Modern and Classical Languages commit to offering an efficient and manageable program in teaching world languages that will also enable students to meet the requirements of Initial Certification P-12. Faculty commitment to this program extends to the understanding that:

- classes need to be offered in the late afternoon 4:30-7:00 and/or evening 6:30-9:00 in order to accommodate not only the daily teaching schedule of teachers but also their extracurricular responsibilities (PTA meetings, Poster Night, Diversity Night, Club activities, etc.);
- the two methods classes can be taught on site at a designated local school. In addition to making ourselves more available and visible, this initiative will provide the MATWL program \$4,000/course;
- course rotation has to be well thought out in order to keep servicing every admitted candidate while maintaining the possibility of completing the MATWL program in one academic year and two summers.

MATWL Program Curriculum

The following list of courses identifies two sets of three courses each that are specifically required of MATWL students and a representative sample of courses in the language content areas from which students must select at least three courses to complete the program. Students seeking rank advancement may not repeat courses already taken while preparing for Initial Certification. The **MATWL Program Sequence** below outlines the expected sequencing of course work over a period of a summer, an academic year, and a second summer for students without prior teaching experience seeking to complete the program in minimal time.

1. College of Education

- EDC 600 Classroom Management

- EDP 500/600 Educational Psychology
- EDS 600 Survey of Special Education

2. College of Arts and Sciences (Methods Courses)

- MCL 510 Methods of Teaching World Languages P-8
- MCL 610 Methods of Teaching World Languages 9-12
- MCL 601 Teaching internship

3. College of Arts and Sciences (Sample Language Content Courses)

Classics (Latin)

- CLA511 Studies in Roman Philology/Latin Composition
- CLA512 Studies in Roman Philology/Latin Composition
- CLA523 Lucretius, *De Rerum Natura*
- CLA527 Roman Imperial Poetry and Prose

French

- FR 510 Structure and Stylistics of French
- FR 606 Lit. of the Middle Ages: Courtesy and the Noble Court
- FR 609 Barthes, Culture, and the Seventeenth Century
- FR 617 Enlightenment and Voyage
- FR 630 Littérature et culture des Antilles

German

- GER 507 Advanced German Composition and Conversation
- GER 520 Literary and Artistic Contexts 1890-1910
- GER 616 German Film
- GER 630 Studies in the 20th Century: German Lit. & Culture
- GER 650 Literature, Politics, and the Media since 1989
- GER 721 German Drama and the Holocaust

Hispanic Studies

- SPA 600 History of the Spanish Language
- SPA 601 Studies in Spanish Pedagogy
- SPA 602 Studies in Spanish Linguistics
- SPA 608 Special Topics in Spanish Literature and Culture
- SPA 609 Special Topics in Spanish American Literature and Culture
- SPA 690 Studies in Spanish and/or Latin American Film

Russian & Eastern Studies

- RUS 501 Structure of Russian
- RUS 502 Structure of Russian
- RUS 520 Russian Translation
- RUS 530 Business Russian
- RUS 670 Topics in Russian Culture and Folklore
- RUS 680 Topics in Russian/Soviet Literature
- RUS 690 Special Topics in Russian Studies

MATWL PROGRAM SEQUENCE

	SUMMER 1 Getting Started	FALL Practicum Semester	SPRING Teaching Internship	SUMMER 2 Finishing up
Courses in Education	EDC 610 Classroom Management 3 EDS 600 Survey of Special Education 3	*EDP 500/600 Educational Psychology 3 An appropriate EPE course may also satisfy this requirement.		
Courses in A&S	**New Course MCL 510 Methods of Teaching World Languages P-8 3	CLA/FR/GER/ HS/RUS 500/600 3 CLA/FR/GER/ HS/RUS 500/600 3		CLA/FR/GER/HS/RUS 500/600 3
Field Experiences		**Practicum New course MCL 610 Methods of Teaching World Languages 9-12 3	Teaching Internship ***New Course MCL 601 2	
Exams/Assessment	Portfolio Entrance Assessment	Portfolio Midterm Assessment	Portfolio	Comprehensive Exams Portfolio

Notes to MATWL Program Sequence

* EDP500/600: EDP 548, EDP 600, EDP 603, EP610, EDP 611, EDP 614 are all appropriate choices for completing a course in Educational Psychology. All are taught in the Fall.

The following EPE courses may be appropriate: EPE 620, EPE 661, EPE 665, and EPE 555.

** New courses. The general purpose of these two courses is to acquaint pre-service and emergency certified teachers lacking methods courses with the theoretical grounding and instructional strategies informing the five areas of second language acquisition as defined by the Standards for Foreign Language Learning in the 21st Century (<http://www.actfl.org>). The course content will provide future teachers with the information necessary to address these national Standards for Foreign Language Learning as well as the Kentucky EPSB New Teacher Standards

(<http://www.kyepsb.net>). Students will learn how to make informed and reflective decisions regarding the teaching of world languages in a P-12 classroom.

Specific academic expectations are:

- utilization of technology-assisted instruction and learning;
- implementation of developmentally appropriate strategies in world language lessons and activities;
- choice of appropriate teaching materials and sources;
- engagement in professional development;
- presentation of oneself as a professional world language teacher through a Web folio;
- discussion of professional issues in a reflective manner with others in class and in the virtual classroom;
- mastery of the key concepts of second language acquisition.

***New course. Students observe, then teach full-time for six weeks in an elementary or middle school and six weeks in a high school. They regularly meet to discuss teaching effectiveness, strategies for improvement, and professional portfolio development. As a result of these experiences students should be able:

- to demonstrate an ability to examine their concerns and goals regarding field experiences, student teaching, and career choices;
- to observe critically learners, teachers, lessons and curricula;
- to reflect on their experiences and their perspective on teaching, using field logs and portfolios;
- to apply concepts and strategies from methods courses;
- to conduct classroom research;
- to prepare for the next steps to becoming a certified teaching professional.

Students must maintain minimal language proficiency of Intermediate High on the ACTFL rating scale while in the program in order to proceed with their student teaching. Candidates in French will have the opportunity to fulfill their Teaching Internship (Student Teaching) through the Franco-American Academic Cooperation Program offering teaching assistantships sponsored by the Cultural Services of the French Embassy in the United States as well as through the Sister City exchange program with Deauville. Workshops preparing students for such positions are currently offered by Dr. Jacqueline Bott Van Houten, World Language and International Education Consultant in the Kentucky Department of Education, and further on-site evaluation tools will be developed with the assistance and guidance of Dr. Sharon Brennan, Director of Field Experiences for the College of Education at the University of Kentucky. Although no similar positions are currently available for candidates in German, Russian, and Spanish, an effort will be made to develop comparable opportunities in the near future.

ADMISSION CRITERIA

Student Profile

Typical applicants to the MATWL program will include individuals who are:

- recent recipients of a BA in a world language from the University of Kentucky or its equivalent from another postsecondary institution in the United States or abroad;

- currently enrolled in the University of Kentucky Graduate School in an MA program in French, German, Latin, or Spanish;
- MA graduates from the University of Kentucky or from another university;
- teaching with an Emergency Certification;
- second-career professionals;
- teachers seeking professional development.

Admission Requirements

Candidates seeking admission to the MATWL program in one of the modern languages must demonstrate proficiency in that language with a rating of at least Intermediate High on the ACTFL Oral Proficiency Interview. Trained and certified ACTFL testers at UK conduct the OPI. Latin has a different oral and written testing system since there is currently no OPI testing process available. (The ACTFL OPI rating scale is outlined and correlated with UK courses below in Table 1, pp. 14-15, and Table 2, p. 16.) Candidates in one of the modern languages must also document a course of study that reflects mastery of language structure, a broad range of modern and classical literature, and the history of the relevant culture(s). Candidates in Latin must document a course of study that reflects mastery of language structure, knowledge of the literature, history, mythology, and culture of ancient Rome and Greece, and proficiency in oral reading. Documentation of such a course of study typically consists of an undergraduate degree in a world language or in world language education that includes a major in the appropriate language and/or other coursework sufficient to fulfill the MATWL admission requirements. Although each language area has its unique requirements, candidates typically have 48 to 66 credit hours in their academic teaching specialties. Other specific requirements include:

- a minimum 2.75 overall undergraduate GPA, a minimum 3.0 GPA in the language-specific field, and a minimum 3.0 GPA in any previous graduate work;
- three letters of recommendation;
- three writing samples with at least one in the target language;
- an interview by the appropriate program faculty;
- demonstrated basic skills (passing score on PRAXIS I exam);
- a score of at least 450 in each of the GRE areas (verbal, analytical, and quantitative);
- 100 hours of documented experience with children 6 to 13 years of age and 14- to 18-year old adolescents as well as community and cross-cultural experience;
- a statement of moral/ethical principles.

**UK CURRICULUM CONTRACT FOR THE MASTER OF ARTS IN TEACHING
WORLD LANGUAGES WITH INITIAL CERTIFICATION P-12**

Name _____
 SS# _____
 Advisor _____
 Date admitted _____

	TITLE	SEMESTER	HR	DATE COMPLETED
A	World Languages Content			
	CL/FR/GER/HS/RUS 500/600	FALL	6	
	CL/FR/GER/HS/RUS 500/600	SUMMER 2	3	
B	Education Courses			
	EDC 610 Classroom Management	SUMMER 1	3	
	EDS 600 Survey of Special Education	SUMMER 1	3	
	Or			
	EDP 500/600	FALL	3	
C	Methods Courses			
	MCL 510 Methods of Teaching World Languages P-8	SUMMER 1	3	
	MCL 610 Methods of Teaching World Languages 9-12	FALL	3	
D	Field Study			
	Practicum Part of MCL 610 Methods of Teaching World Language Methods 9-12	(See above)	(See above)	
	Teaching Internship MCL 601 Student Teaching	SPRING	12	
E	Other Requirements			
	Entrance Assessment (see program documentation)	Spring before program begins		
	Midterm Assessment (see program documentation)	December		
	Exit Assessment (see program documentation)	End of Summer 2		
F	SUMMARY		36	

1. Certificate Type: _____
2. Undergraduate GPA: _____ (Minimum 2.75) GRE Score: _____ (Minimum 450 in each area)
Undergraduate GPA in language area: _____ (Minimum 3.0) GPA in prior graduate work _____ (Minimum 3.0)
3. Degree Candidacy: _____
4. Portfolio Requirement: _____
5. Time Limit: _____ years
6. PRAXIS Tests:
Content Language _____
World Language Teaching _____
7. Masters Exam Result: _____

Student Signature/Date

Advisor Signature/Date

CONTINUOUS ASSESSMENT PLAN FOR THE MATWL PROGRAM

Overview

Once admitted to the proposed MATWL program, students will undergo multiple and varied assessments to monitor their preparation as competent and skilled teaching professionals. A formal mid-program assessment conducted by a student's advisory committee will provide individual students with a progress report and determine what remedial measures, if any, are needed to help them gain the knowledge and proficiency required of an effective teacher. Assessments of skills and content mastery are described in Table 1, pp. 14-15 and Table 2, p. 16.

Retention

Performance assessment includes traditional evaluation activities such as tests, oral and written reports, quizzes, homework assignments, research papers, projects and demonstrations based on individual performance or collaborative work. In the methods courses students are required to demonstrate mastery of pedagogical theory and practice. Evaluation of student teaching by cooperating teachers, supervising UK faculty, and the program director will be based on the teaching of micro lessons as well as 45-minute lessons taught in local elementary/middle and secondary schools that will be videotaped for analysis and discussion. Overall knowledge, skills, and performance are to be rated on a four-level scale composed of the following general rubrics and descriptors:

Distinguished

Student demonstrates extensive content knowledge; actively builds on knowledge of language, culture, linguistics, and pedagogy. Seeks to find best practice in anticipating student learning/understanding; displays knowledge of typical developmental characteristics of age groups; clearly articulates goals and objectives related to curriculum frameworks and standards, and takes into account the variations in student learning styles, needs, and cultural heritage. Designs learning activities or units that are meaningful and relevant to the learner. Develops assessment activities in agreement with instructional goals.

Proficient

Student displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. Is familiar with current research in Language Acquisition, but may not apply information to student learning or understanding. Displays understanding of typical developmental characteristics of age groups, of learning styles, and of cultural heritage. Develops goals and objective statements that are usually clear but may include too few activities. Develops learning activities that are varied and suitable to most students and that engage most students in meaningful learning. Develops assessments appropriate to goals but approach may be more suitable to some goals than to others.

Basic

Student displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Displays basic pedagogical knowledge but does not anticipate student needs. Displays generally accurate knowledge of developmental characteristics of learners. Develops moderately clear goals and objective statements but often combines activities and goals with no clear assessment plan. Makes little effort at coordination or integration. Progresses through activities in an uneven way: some are meaningful, some offer variety while others are inconsistent in suitability with

instructional goals. Develops assessment activities and criteria that may not be in agreement with performance.

Unsatisfactory

Student makes content errors or does not correct content errors made by students. Displays little understanding of prerequisite knowledge important for student learning of content. Displays little understanding of pedagogical issues. Displays minimal knowledge of developmental characteristics of age groups. Displays little knowledge of student skills, interests, learning styles, or cultural heritage. Fails to make goals clear or states goals as activities not suitable for class, reflect only one type of learning and one discipline or strand. Develops learning activities that are not suitable to students or to instructional goals. Develops learning activities with no clearly defined structure and is unrealistic in time allocation for such activities. Develops assessment activities that are not in agreement with performance and lack clear criteria and standards.

Exit

Assessments which are a condition for successful completion of the MATWL program include:

- an ACTFL rating of Intermediate High or better in language area;
- Internship/Student Teaching in language content area reflecting exposure to diversity (MATWL degree candidates spend one semester interning in a program at the elementary or middle school level and in a program at the high school level);
- Internship/Student Teaching in a second language area if this is a student's goal (MATWL candidates may complete Student Teaching in two languages but have to add appropriate course work to their curriculum contract in this area as decided upon by their advisory committee);
- an additional ACTFL test for the second language area as necessary;
- successful completion of all course work;
- successful evaluation at mid- and end-point by the program faculty;
- successful performance on comprehensive exams;
- passing scores on PRINCIPLES OF LEARNING AND TEACHING and PRAXIS II tests;
- a complete Portfolio.

The Portfolio

The Kentucky EPSB New Teacher Standards are the organizing principle of the Portfolio. Students begin the Portfolio in their first semester and continue it into their last semester. It documents a student's teaching philosophy and reflection on the practicum and field experiences. Because the portfolio is an integral part of the exit requirement, a student must produce a well-designed portfolio if s/he is to be recommended for certification. Portfolios are evaluated for:

- quality and quantity of experiences documented under each of the Standards;
- quality of thought and reflection as related to the underlying pedagogical issues;
- observance of requisite components;
- the style, structure and appearance of the portfolio as a professional document.

Program Outcomes

Students will be able to:

- teach and assess second language/culture skills using developmentally appropriate and proficiency-based methods and materials;
- integrate real-world experiences in the teaching of culture and language;

- apply cognitive theory to teaching;
- integrate technology in instructional delivery;
- create a learning environment conducive to the best learning outcome of all students, including those with diverse or special needs;
- design and conduct classroom activities;
- interpret for the non-specialist the goals, principles, and local and national trends in world language education;
- provide professional leadership in the field of world language education.

TABLE 1. PRE-ADMISSION SKILLS MASTERY REQUIREMENTS FOR LANGUAGE MAJORS CORRELATED WITH UK COURSE OFFERINGS

ACTFL DESCRIPTION OF <u>SKILLS</u> MASTERY AT THE INTERMEDIATE HIGH LEVEL
<p>SPEAKING: Intermediate-High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident. Intermediate-High speakers handle the tasks pertaining to the Advanced level, but they are unable to sustain performance at that level over a variety of topics. With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully use circumlocution, or a significant amount of hesitation. Intermediate-High speakers can generally be understood by native speakers unaccustomed to dealing with non-natives, although the dominant language is still evident (e.g. use of code-switching, false cognates, literal translations, etc.), and gaps in communication may occur.</p>
<p><u>Examples of Correlated Courses:</u> FR 204, 306, 310, 312, 412 - GER 206, 306, 307, 308, 507 - SPA 210, 211, 501 - RUS 270, 271, 301, 302</p>
<p>LISTENING: Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.</p>
<p><u>Examples of Correlated Courses:</u> FR 204, 306, 310, 312, 412 – GER 206, 307, 308, 507, SPA 210, 211, 411, 501 – RUS 270, 271, 301, 302, 400G</p>
<p>READING: Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may</p>

be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.

Examples of Correlated Courses:

FR 204, 304, 305, 306, 406, 470G - GER 205, 307, 308, 311, 312 - SPA 320, 322, 504 RUS 270, 271, 501, 502, 400G - CLA 301, 302, 511, 512

WRITING: Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty, is generally comprehensible to natives used to the writing of non-natives.

Examples of Correlated Courses:

FR 203, 306, 406, 470G - GER 205, 307, 308, 507 - SPA 210, 310, 504 - RUS 403, 404, 501, 501 - CLA 511, 512, 580

CULTURE: Able to handle routine social situations successfully with a culture bearer accustomed to foreigners. Shows comprehension of common rules of etiquette, taboos and sensitivities, though home culture predominates. Can make polite requests, accept and refuse invitations, offer and receive gifts, apologize, make introductions, telephone, purchase and bargain, do routine banking. Can discuss a few aspects of the home and the foreign country such as general current events and policies, as well as a field of personal interest. Does not offend the culture bearer, but some important misunderstandings and miscommunications occur in interaction with one unaccustomed to foreigners. Is not competent to take part in a formal meeting or in a group situation where several persons are speaking informally at the same time.

Examples of Correlated Courses:

FR 204, 350, 450, 504, 550 - GER 263, 264, 317, 319, 420G - SPA 312, 314, 320, 322 - RUS 270, 271, 400G - CLA 135, 210, 229, 230

UK COURSE CODES: CLA = Classics, FR = French, GER= German, RUS = Russian, SPA= Hispanic Studies

TABLE 2. PRE-ADMISSION CONTENT MASTERY REQUIREMENTS FOR LANGUAGE MAJORS CORRELATED WITH UK COURSE OFFERINGS

ACTFL DESCRIPTION OF <u>CONTENT MASTERY</u> AT THE INTERMEDIATE HIGH LEVEL	
CULTURE: Knowledge of the culture, its people, and its inherent diversity as acquired through a study of the history, geography, arts, writings, values, life patterns and through travel abroad.	<u>Examples of Correlated Courses:</u> FR 204, 350, 450G, 504, 550 GER 263, 264, 317, 319, 420G RUS 270, 271, 370, 400G SPA 312, 314, 320, 322 CLA 135, 210, 229, 230
LITERATURE: Knowledge as acquired in the systematic study of classical, contemporary, and popular texts, by genre, century, and theme, and representative of the cultural diversity of the linguistic community.	<u>Examples of Correlated Courses:</u> FR 304, 305, 470G - GER 311, 312, 319, 415G, 420G - CLA 261, 301, 302, 522, 523, 526, 527 - RUS 380, 381, 395, 400G, 495G - SPA 320, 322, 324, 400, 434, 438G
LANGUAGE: Knowledge of the language as acquired through advanced course work in grammar, composition, conversation, text analysis, and reading comprehension.	<u>Examples of Correlated Courses:</u> See Skills Mastery and Linguistics
LINGUISTICS: Knowledge of the differences between the phonological, syntactic, and morphological systems of the target language and those of English, are acquired through studies in applied or descriptive linguistics.	<u>Examples of Correlated Courses:</u> FR 310, 510, 516 - GER 532 CLA 511, 512 - RUS 501, 502 SPA 311 - LING 211, 212
UK COURSE CODES: CLA = Classics, FR = French, GER= German, RUS = Russian SPA= Hispanic Studies	

ACTFL PROGRAM STANDARDS FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS

The ACTFL Program Standards focus on three areas in the pre-service preparation for world language teachers:

- **Personal Development:** the knowledge and skills derived from a strong liberal arts education.
- **Professional Development:** the knowledge and skills derived from education and experience in the art and science of pedagogy.
- **Specialist Development:** the knowledge and skills associated with being a specialist in the language and culture to be taught in the classroom.

TABLE 3. ACTFL PROGRAM STANDARDS FOR THE PREPARATION OF FOREIGN LANGUAGE TEACHERS CORRELATED WITH MATWL ADMISSON CRITERIA, KENTUCKY NEW TEACHER STANDARDS, AND ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING IN THE 21ST CENTURY

<p>ACTFL PROGRAM STANDARDS</p> <p>PERSONAL DEVELOPMENT: A strong liberal arts component to foster the personal and intellectual development of the candidate, to include humanities, social, and behavioral sciences, natural sciences, mathematics, and the arts.</p>	<p>ADMISSION TO MATWL: Bachelor's Degree, to include the following or the equivalent: University Studies Program Requirements (Basic skills in mathematics & at least one world language; Inference and communicative skills; natural sciences, social sciences; humanities: cross-discipline studies.)</p>
<p>Area I. Communication. The student will demonstrate:</p> <ol style="list-style-type: none"> Effective communication skills Strong interpersonal skills and strategies 	<p>Performance on required tests of skills in written and oral communication, reading, and mathematics.</p>
<p>Area II. Acquisition and Use of Knowledge. The student will demonstrate:</p> <ol style="list-style-type: none"> Awareness of information sources Ability to analyze and synthesize new information with emphasis on the development of critical thinking and study skills Ability to work with and learn from a variety of media and technologies 	<p>Record of pre-professional curricula experiences and evidence of willingness to help provide an adequate education for children and youth. Proficiency in human relations skills.</p>
<p>Area III. Leadership. The student will demonstrate:</p> <ol style="list-style-type: none"> Initiative, the desire and ability to start projects independently and take action. Skills in planning and organizing time, resources, setting, and sequences of activities for goal-derived task accomplishment. Utilization of both tactical and strategic-decision-making 	<p>NEW TEACHER STANDARDS <u>Standard I:</u> The teacher designs and plans instruction. <u>Standard II:</u> The teacher creates and maintains learning climates. <u>Standard III:</u> The teacher implements and manages instruction. <u>Standard IV:</u> The teacher assesses and communicates learning results. <u>Standard V:</u> The teacher reflects on and evaluates teaching and learning.</p>
<p>PROFESSIONAL DEVELOPMENT: A plan and clearly stated policies for recruitment, selection, and admission.</p>	
<p>Area I. Rationale for World Language Education. The program provides instruction to train teachers to instruct and prepare students for college admission requirements.</p>	
<p>Area II. Theories of Child Development and Learning: The program provides instruction in child development, models and theories of learning and their relationship to the development of competence in world languages.</p>	
<p>Area III. Curriculum Development: The program provides instruction in the theories and processes of curriculum development and their application to world language education.</p>	
<p>Area IV. Instruction: The program provides opportunities to acquire decision-making skills related to planning, managing and evaluating instruction.</p>	
<p>Area V. The Instructional Setting: The program provides information about and experience in the P-12</p>	<p><u>Standard VI:</u> The teacher collaborates with colleagues, parents, and others.</p>

educational system.	
<p>Area VI. A. World Language Education in the Elementary/Middle Schools: The program provides information about and experience in the Elementary/Middle School educational system.</p>	<p><u>Standard VII:</u> The teacher engages in professional development</p>
<p>Area VI. B. World Language Education in the High Schools: The program provides information about and experience in the Secondary educational system.</p>	<p><u>Standard VII:</u> The teacher engages in professional development</p>
<p>Area VII. World Language Education Faculty: The faculty responsible for the world language education component of the candidate's professional development will:</p> <ol style="list-style-type: none"> a. Be proficient in a world language b. Have preparation and expertise in world language pedagogy. c. Have a record of excellence in language teaching. d. Maintain clear relationships with world language and education faculty and with school administrators. 	<p><u>Standard VIII:</u> The teacher demonstrates a current and sufficient academic knowledge of certified content area to develop student knowledge and performance in those areas.</p>
<p>SPECIALIST DEVELOPMENT: Guidelines address the areas of language, culture/civilization, language and communication processes. For each of these components the program provides pre-assessment, formative assessment, feedback, appropriate mediation, and summative evaluation. Additional components to the aforementioned guidelines include: experiences incorporating application of technology (i.e. computers, film, video), as well as study abroad or equivalent.</p>	<p>See TABLES 1 and 2. PRE-ADMISSION SKILLS AND CONTENT MASTERY FOR LANGUAGE MAJORS <u>Standard IX:</u> The teacher demonstrates the implementation of technology</p>
<p>Area I. Language Proficiency:</p> <ol style="list-style-type: none"> a. Speaking: Satisfy the requirements of a broad variety of everyday, school, and work situations; discuss concrete topics relating to particular interests and special field of competence; displays some ability to support opinions, explain in detail, and hypothesize; use communicative strategies, such as paraphrasing and circumlocution; use differentiated vocabulary and intonation to communicate fine shades of meaning. b. Listening: Understand the main ideas of most speech in a standard dialect. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation; understand some culturally implied meanings beyond the surface meaning of the text. c. Reading: Follow essential points of written discourse in areas of special interest and knowledge; comprehend facts in texts and make appropriate inferences; understand parts of text which are conceptually abstract and linguistically complex, texts which treat unfamiliar topics or situations, and texts which involve aspects of target language culture; comprehend a variety of texts, including literary 	<p>ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING IN THE 21ST CENTURY <u>Standard I: Communicates in languages other than English.</u> 1.1. Engages in conversation, provides and obtains information, expresses feelings and emotions, and exchanges opinions. 1.2. Understands and interprets written and spoken language on a variety of topics. 1.3. Presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

<p>texts, and demonstrate an emerging awareness of the aesthetic properties and language and literary style.</p> <p>d. Writing: write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics; write cohesive summaries and resumes; write narratives and descriptions of a factual nature drawing from personal experience, reading, and other verbal or non-verbal stimuli.</p>	
<p>Area II. Culture and Civilization: The program provides the candidate opportunities to:</p> <p>a. Discuss, research, and reflect upon the daily living patterns, societal structure, institutions, and value systems of the people who speak the language.</p> <p>b. Explore the variability of cultural contexts.</p> <p>c. Obtain an overview of the literatures of the people who use the language, with an emphasis on contemporary writers and an in-depth experience with some major author or theme.</p> <p>d. Develop skills in processing information that promote the understanding and interpretation of cultures and civilizations.</p>	<p><u>Standard II. Gains knowledge and understanding of other cultures.</u></p> <p>2.1. Demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2. Demonstrates an understanding of the relationship between the products and perspectives of the culture studied.</p> <p><u>Standard III. Connects with other disciplines and acquires information.</u></p> <p>3.1. Reinforces and furthers knowledge of other disciplines through the world language.</p> <p>3.2. Acquires information and recognizes the distinctive viewpoints that are only available through the world language and its culture.</p>
<p>Area III. Language Analysis: The program provides the candidate opportunities to acquire and demonstrate:</p> <p>a. Knowledge of the nature of language and the significance of language change and variation which occur over time, space, and social class.</p> <p>b. Knowledge of theories of first and second language acquisition and learning.</p> <p>c. Knowledge of the phonological, morphological, syntactical, and lexical components of the target language.</p> <p>d. Knowledge of how communication occurs in real life.</p>	<p><u>Standard IV: Develops insight into the nature of language and culture.</u></p> <p>4.1. Demonstrates understanding of the nature of language through comparisons of the language studied and one's own.</p> <p>4.2. Demonstrates understanding of the concept of culture through comparisons of the culture studied and one's own.</p> <p><u>Standard V: Participates in multilingual communities at home and around the world.</u></p> <p>5.1. Uses the language both within and beyond the school setting.</p> <p>5.2. Shows evidence of becoming a life-long learner by using the language for personal enjoyment and enrichment.</p>

III. Explain resources (finances, facilities, faculty, etc.) needed and available for program implementation and support.

The major new resource needed to implement the proposed MATWL program is a tenured faculty line at the level of associate professor with a teaching and research specialization in language pedagogy/second-language acquisition and competence in one or more of the four modern languages the proposal entails. Recruiting for this position is taking place during the 2004-05 academic year, and the appointment will begin with the 2005-06 academic year. Partial funding for this line has been set aside by the Office of the Provost as part of the Incentive Program for New Faculty Hires (\$30,000 per year for an initial three-year period) with the balance to be provided by the College of Arts and Sciences and the College of Education. The two Colleges will share the remaining cost of the line during the initial three-year period on a three to one ratio respectively and will continue to share the entire cost of the line on the same basis after the Provost's three-year commitment of funding has been completed. It is assumed that the Office of Field Experience in the College of Education will continue handling the assignment of student teachers to individual schools and master teachers. It is further assumed that office space will be provided in the Patterson Office Tower for the new hire and that staff support will be provided by the Department of Modern and Classical Languages. Although a graduate student assistant is clearly a desideratum and will become a necessity if the program grows as anticipated, there is presently no funding available for such a line.

PROGRAM FACULTY

University of Kentucky, Colleges of Arts & Sciences and Education

Departments of Modern and Classical Languages, Literatures and Cultures and Curriculum and Instruction

MAT Program Director

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
New Hire as of August 2005	Ph. D	World Language Education	Teach Specialty	FT

University of Kentucky, College of Arts & Sciences

Department of Modern & Classical Languages, Literatures and Cultures

Classics

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Francis, James	Ph.D	Late Roman Empire, Ancient Religion	Teach Specialty	FT
Martin, Hubert	Ph.D	Greek Literature	Teach Specialty	FT
Minkova, Milena	Ph.D	Latin composition, Latin lexicology and lexicography, Latin medieval philosophy	Teach Specialty	FT
Phillips, Jane E.	Ph.D	Latin Literature & Renaissance Studies	Teach Specialty	FT
Rabel, Robert	Ph.D	Greek Literature & Philosophy	Teach Specialty	FT
Scaife, Ross	Ph.D	Greek Literature, Women & Gender in the Ancient World, & Ancient Art, Collaborative Informatics	Teach Specialty	FT
Tunberg, Jennifer	Ph.D	Neo-Latin Literature, Rare Books, Medieval Latin Paleography	Teach Specialty	FT
Tunberg, Terence	Ph.D	Latin Literature, Renaissance Studies	Teach Specialty	FT

French

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Desormeaux, Daniel	Ph.D	19th-century French and Francophone studies, literature and history of ideas, critical interpretation of authorship, comparative analysis of French literature and other arts, the development of new cultural institutions from the French Revolution to the early 20th century	Teach Specialty	FT
Erickson, John	Ph.D	20th-century French and Francophone literature and culture; Cultural Studies; Third World writing	Teach Specialty	FT
Peters, Jeffrey	Ph.D	French literature and culture of the seventeenth and sixteenth century, early modern poetics and rhetoric, cartography and representations of space in literature, exploration of the New World and colonialism, literary theory, gender studies	Teach Specialty	FT
Pickens, Rupert	Ph.D	Medieval French and Occitan literature and culture, especially Arthurian romance, Grail literature, courtesy and cortoisie, textual criticism, "Francophone" culture in the Angevin empire, lyric poetry from the early troubadours to Villon	Teach Specialty	FT
Pucci, Suzanne	Ph.D	Eighteenth-century French literature and cultural history; early modern theater and art; domestic intimacy in French early modern and contemporary society and culture; Italian language and theater of the Commedia dell'arte; women's studies; literary criticism and social theory.	Teach Specialty	FT
Zoubir-Shaw, Sadia	Ph.D	Applied Linguistics, Phonetics, Grammatical Gender, Second Language Acquisition	Teach Specialty	FT

German Studies

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Blackwell, Jeannine	Ph.D	Women's Literature 1500-1800, Fairy Tales, Autobiography, Cultural History	Teach Specialty	FT
Fiedler, Theodore	Ph.D	20 th Century & Contemporary German Literature, Film, Theory	Teach Specialty	FT
Herzog, Hillary	Ph.D	20 th Century German & Austrian Literature & Cultural Studies, German-Jewish Culture, Medicine & Literature, German for the Professions, Gender and Sexuality.	Teach Specialty	FT
Hoebusch, Harald	Ph.D	19 th and 20 th Century German Literature, Language Pedagogy	Teach Specialty	FT
Jones, Michael	Ph.D	18 th & Early 19 th Century German Literature, Literary Theory, Aesthetics, Classicism, Romanticism	Teach Specialty	FT
Rogers, Jeff	Ph.D	20 th Century & Contemporary German Literature, German for Business	Teach Specialty	FT
Worley, Linda	Ph.D	19 th & 20 th Century German Literature, Women's Studies, Language Pedagogy	Teach Specialty	FT

Russian Studies

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Janecek, Gerald	Ph.D	20 th Century Literature, Culture, Translation	Teach Specialty	FT
Lee, Edward	Ph.D	Russian language instruction, Russian literature and culture.	Teach Specialty	FT
Rouhier-Willoughby, Jeanmarie	Ph.D	Linguistics & Folklore	Teach Specialty	FT
Ruder, Cynthia	Ph.D	Language Pedagogy, Soviet literature and culture of the 1930s.	Teach Specialty	FT

University of Kentucky, College of Arts & Sciences
Department of Hispanic Studies

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Biglieri, Anibal	Ph.D. (Syracuse Univ.)	Spanish Medieval Lit.	Teach specialty	FT
Carvalho, Susan	Ph.D. (Univ. of VA)	Spanish American Lit.	Teach specialty	FT
Dendle, Brian J.	Ph.D. (Princeton Univ.)	19 th & early 20 th Cen. Spanish Lit.	Teach specialty	FT (retiring Dec. 2004)
Hernández, Juan Antonio	ABD (Univ. of Pittsburgh)	Latin Am. Lit.	Teach specialty	FT
Larson, Susan	Ph.D. (Univ. of AZ)	20 th Cen. Spanish Lit.	Teach specialty	FT
Niebylski, Dianna C.	Ph.D. (Brandeis Univ.)	Latin Am. Lit.	Teach specialty	FT
Paz, Yanira	Ph.D. (Univ. of KY)	Sociolinguistics, Language Pedagogy	Teach specialty	FT
Rueda, Ana	Ph.D. (Vanderbilt Univ.)	18 th -20 th Cen. Spanish Lit.	Teach specialty	FT
Santí, Enrico Mario	Ph.D. (Yale Univ.)	19 th & 20 th Span. Am. Lit.	Teach specialty	FT
Stanton, Edward	Ph.D. (UCLA)	Spanish poetry	Teach specialty	FT
Velasco, Sherry	Ph.D. (UCLA)	Golden Age Lit.	Teach specialty	FT

College of Education
Department of Curriculum and Instruction

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Emert, Gordon M.	PhD (Univ of VA)	English Education	Teach specialty	FT
Mazur, Joan	PhD (Cornell)	Instructional design and technology	Teach specialty	FT

COOPERATING WORLD LANGUAGE TEACHERS IN KENTUCKY MIDDLE AND HIGH SCHOOLS

Name	Highest Degree	Specialty Areas	Responsibility in Program	Status (FT/PT to institution, unit, and program)
Adams, Paula	MA	Latin (6-8), FCPS	*	FT
Bayer, Estell	MA	Latin (9-12), Madison Cent. HS	*	FT
Beegle, Ivonne	MA	Spanish (9-12), FCPS	*	FT
Brooks, Patrick	MA	French (9-12), FCPS	*	FT
Conger, Marie	MA	French (6-12), FCPS	*	FT
Denny, Ann	MA	Latin (9-12), FCPS	*	FT
Donato, Carmen	MA	Spanish (6-8), FCPS	*	FT
Eakin, Scottye	MA	French (9-12), FCPS	*	FT
Garland, Jim	MA	Ger/Spa (9-12), FCPS	*	FT
Hickey, Susan	MA	French (9-12), FCPS	*	FT
Kragh, Sonya	MA	Spanish (9-12), FCPS	*	FT
Krueger, John	MA	German (9-12), FCPS	*	FT
Kusch, Kelly	MA	Latin (6-12), Covington Latin	*	FT
Lambert, Tracy	MA	French (9-12), FCPS	*	FT
Marnatti, Susan	MA	German (6-8), FCPS	*	FT
McDonald, Julie	MA	French (6-8), FCPS	*	FT
Moffat, Mary Beth	MA	Spanish (6-12), FCPS	*	FT
Padgett, Cassie	MA	Spanish (9-12), WCHS	*	FT
Reese, Greg	MA	French (6-8), FCPS	*	FT
Renot, Viviane	MA	French (6-12), FCPS	*	FT
Reynolds, Vicki	MA	Latin (9-12), FCPS	*	FT
Rubeling, Barb	MA	Spanish (6-8), FCPS	*	FT
Russell, Mark	MA	German (6-8), FCPS	*	FT
Scaife, Cathy	MA	Latin (6-12), Lex. Catholic	*	FT
Zuluaga, Fabio	MA	ESL/FL Supervision, FCPS	*	FT

* The individuals listed here have been sent and reviewed a near-final draft of the MATWL proposal. In the past some of them have served as master teachers for students enrolled in the existing MA program in Secondary Foreign Language Education or participated in the interview and review process of candidates for that program. Some of them will continue to play similar roles in the proposed MATWL program once it is approved.

APPENDIX

Research Base of the MATWL Program

The conceptual framework of the proposed program is derived from the following base of knowledge about teaching in general and the methodology of teaching world languages in particular:

- Brooks, J. & Brooks, M. (1999). *In search of understanding: the case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Brown, D. (1987). *Principles of language learning and teaching*. Englewood Cliffs, NJ: Prentice Hall.
- Bruning, R. et al. (1995). *Cognitive psychology and instruction*. Englewood Cliffs, NJ: Prentice-Hall.
- Curtain, H. & Pesola, C. (1994). *Languages and children. Making the match*. White Plains, NY: Longman Publishing Group.
- Eby, J. (1996). *Reflective planning, teaching, and evaluation P-12*. Upper Saddle River, NJ: Prentice-Hall.
- Krashen, Stephen D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall.
- Krashen, S. (1988). *Second language acquisition and second language learning*. Prentice-Hall.
- Lee, J. & VanPatten, B. (1995). *Making communicative language teaching Happen*. NY, NY: McGraw-Hill.
- Lipton, G. (1998). *Practical handbook to elementary foreign language programs*. Lincolnwood, IL: National Textbook Company.
- Nebraska P-12 foreign language frameworks. (1996). Lincoln, NE: The Nebraska Department of Education.
<http://nde4.nde.state.ne.us/CURR/forlang/ForLang.html>
- Omaggio Hadley, A. (1993). *Teaching language in context*. 2nd ed. Boston, MA: Heinle & Heinle.
- Breiner-Sanders, K. et al. 2000. "ACTFL proficiency guidelines—revised 1999." *Foreign Language Annals*, 33:13-18

- Richards, J. (1990). *The language teaching matrix*. Cambridge, MA: Cambridge University Press.
- Richards, J. & Lockhard, C. (1994). *Reflective teaching in second language classrooms*. NY, NY: Cambridge University Press.
- Richards, J. & Rodgers, T. (1986). *Approaches and methods in language teaching*. Cambridge, MA: Cambridge University Press.
- Shrum, J. & Glisan, E. (1994). *Teacher's handbook*. Boston, MA: Heinle and Heinle.
- Standards for foreign language learning: Preparing for the 21st century. (1996). *Modern Language Journal*, 87 (4). Lawrence, KS: Allen Press.

ARTS AND SCIENCES
EDUCATIONAL POLICY COMMITTEE
INVESTIGATOR REPORT

MCL

INVESTIGATING BODY Humanities COURSE, MAJOR, DEGREE or PROGRAM MAT in WL
(Area) (department or college)
DATE FOR COUNCIL REVIEW 12/10/04 CATEGORY NEW CHANGE, DROP

INSTRUCTIONS: This completed form will accompany the course application to the Graduate/Undergraduate Council(s) in order to avoid needless repetition of investigation. The following questions are included as an outline only. Be as specific and as brief as possible. If the investigation was routine, please indicate this. The term "course" is used to indicate one course, a series of courses or a program, whichever is in order. Return the form to Leonidas Bachas Associate Dean, 275 Patterson Office Tower for forwarding to the Council(s). ATTACH SUPPLEMENT IF NEEDED.

1. List any modifications made in the course proposal as submitted originally and why.

Course proposal was updated to reflect changes in Russian prefix (RAE to RUS), course numbering (305 to 403, 306 to 404, ~~405 to 406~~ 410 to 501 411 to 502)

2. If no modifications were made, review considerations that arose during the investigation and the resolutions.

We had extensive discussions about future plans to create an ESL track as a separate Masters Program.

3. List contacts with program units on the proposal and the considerations discussed therein.

Several discussions with Ted Fiedler + Sadia Zoubin-Shaw.

4. Additional information as needed.

5. A&S Area Investigator Recommendation:

APPROVE APPROVE WITH RESERVATION, OR DISAPPROVE

6. A&S Council Recommendation:

APPROVE APPROVE WITH RESERVATION, OR DISAPPROVE

7. Karen Petrone
A&S Council Investigator, Karen Petrone

Date: 1/5/05

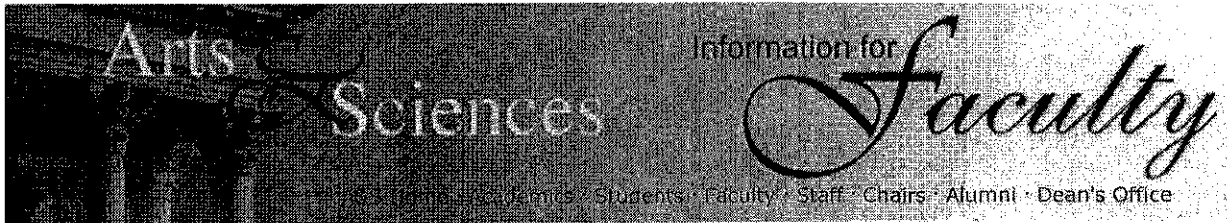
File: InvestigatorRpt

ORIGINAL

JAN 24 2005

**Academic Organization and Structure Committee Review
and Consultation Summary Sheet**

Proposal Title: MA in Teaching World Languages						
Contact: Ted Fiedler [tfiedler@uky.edu] 257-4642 and Sadoa Zoubir-Shaw [szoubir@uky.edu] 257-5729						
<p>Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically: approval, rejection, no decision as well as vote outcome, if any) and attach a copy of any report or memorandum developed with comment on this proposal.</p>						
Reviewed by:	Contact:			Review Outcome	Date of review	Review Summary
MCL dept. faculty				approval	4/1/04	n/a
Hispanic Studies dept. faculty				approval	5/10/04	n/a
MCL dept chair	Ted Fiedler	tfiedle@uky.edu	257-4642	approval	10/22/04	n/a
Hispanic Studies dept. chair	Ed Stanton	stanton@uky.edu	257-7091	approval	5/10/04	n/a
A&S Ed. Policy Comm.	Karen Petrone	petrone@pop.uky.edu	257-4345	approval	12/10/04	investigator report
College of A&S, Assoc. Dean	Leonidas Bachas	bachas@email.uky.edu	257-6689	approval	12/10/04	memo
graduate council						
graduate school dean						
Senate Committee						
Academic Organization & Structure						
Senate						



Education Policy Committee

Current Faculty
Searches

Proposals for Curriculum Changes

Rules of the Faculty

Summary of course proposals submitted

Faculty Merit
Evaluation (FMER)

Arts & Sciences College Requirements
Appalachian Studies (Sociology)

Faculty Reviews
Regular Title Series
Special Title Series
Lecturer Title Series
Other Personnel
Guidelines & Policies

Biology
Chemistry
Classics
English
German
Geology
Hispanic Studies
History

CV Submission

History

Sabbatical Policy

MCL MAT World Languages

Scholarly Fellowship
Leave Policy

Political Science
Russian & Eastern Studies
Sociology

Information for Faculty
Who Does What in
the Dean's Office

Opportunities for Funding
Internal Funding
External Funding

College Reports

News

Calendar

for DUS

Calendar
DUS Forms
APEX
Advising Manual

Faculty Committees

University Senate
Educational Policy
Executive
Administrative
Council of Chairs

Computer/Technical
Support



UNIVERSITY OF KENTUCKY

Office of the Dean
College of Arts and Sciences
213 Patterson Office Tower
Lexington, KY 40506-0027
Phone: (859) 257-5821
Fax: (859) 323-1073
www.uky.edu/AS

January 24, 2005

Jeannine Blackwell, Dean
Graduate School
351 Patterson Office Tower
CAMPUS 0027

Dear Dean Blackwell,

I support the proposed Masters of Arts in Teaching World Languages. This proposal addresses the need for a university program to train certified teachers in the area of world languages. Graduates of this MA program will simultaneously receive Initial Certification P-12. The colleges of Arts & Sciences and Education will collaborate in this endeavor. The Provost has indicated his support of this program by authorizing and providing initial funding for a new faculty line in Foreign Language Acquisition (to be filled at the Assistant or Associate Professor level).

Sincerely,

A handwritten signature in black ink, appearing to read 'S.L. Hoch', written in a cursive style.

Steven L. Hoch
Dean

Cc: Leonidas Bachas, Associate Dean of Research and Academic Programs
Ted Fiedler, Chair, Modern & Classical Languages
Ed Stanton, Chair, Hispanic Studies



UNIVERSITY OF KENTUCKY

College of Education

*Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
(859) 257-2813
Fax: (859) 323-1046
www.uky.edu/Education*

February 14, 2005

Dr. Jeannine Blackwell
Dean
The Graduate School
University of Kentucky
355 Patterson Office Tower
Lexington, KY 40506-0027

Dear Dean Blackwell:

I am pleased to write this letter in support of the proposed Master of Arts in Teaching (M.A.T.) in World Languages. With ever increasing demands for additional world language teachers as a result of the new two-year foreign language requirement for students in Kentucky, there is a tremendous need for this new program to help provide adequate numbers of quality teachers in schools across the Commonwealth. We receive many inquiries on a regular basis from individuals who are interested in pursuing a program of studies similar to the proposed degree program.

The College of Education is very supportive of the program and has been actively involved early on in planning the program. For example, World Languages faculty and teacher certification personnel in the College of Education have met regularly to ensure the program addresses requirements related to certification and accreditation. Faculty representatives from both colleges have also collaborated on the preparation of the program review document that will be submitted to the Education Professional Standards Board for approval. In addition, a newly recruited faculty member for the program will have a joint appointment in the colleges of Arts and Sciences and Education. The College of Education has representation on the committee that is currently conducting this faculty search, and faculty members and administrators in Education have interviewed and provided feedback on the finalists for the position.

In summary, this program will help address a critical shortage area for world language teachers in schools throughout the state of Kentucky and beyond. The College of Education is pleased to support this new program and will work closely with the program faculty to help ensure that the program maintains state approval and national accreditation. If you need additional information, please feel free to contact me.

Sincerely,

James G. Cibulka
Dean

FEB 15 2005

Nikou, Roshan

From: Lyons, Marilyn
Sent: Tuesday, February 15, 2005 8:29 AM
To: Nikou, Roshan
Subject: FW: Re: MAT in World Languages - College of Ed. response

Will you print this email and place a copy with the Graduate Council file marked 0405-P012

Marilyn Lyons

Assistant Dean for Faculty & Programs
The Graduate School
University of Kentucky
321 Patterson Office Tower
Lexington, KY 40506-0027
phone 859-257-2411
fax 859-323-1928

-----Original Message-----

From: Blackwell, Jeannine
Sent: Monday, February 14, 2005 6:33 PM
To: Lyons, Marilyn
Subject: FW: Re: MAT in World Languages - College of Ed. response

Jeannine Blackwell, Dean
859-257-1759
blackwell@uky.edu

-----Original Message-----

From: Sandidge, Rosetta F
Sent: Monday, February 14, 2005 6:19 PM
To: Blackwell, Jeannine
Cc: Bieber, Jeffery P
Subject: Fwd: Re: MAT in World Languages - College of Ed. response

Hi Jeannine,

I received your message regarding a letter of support for the MAT in World Languages. A couple of weeks ago, I sent the following message to Roxie Hanson in Arts and Sciences. I was under the impression that this message would serve as the letter of support from the College of Education and would be included in the packet that was submitted by the College of Arts and Sciences to the Graduate Council. I will prepare a more formal letter tomorrow for the Dean's signature and get the letter to you for your meeting on Thursday.

Thanks much,
Rosetta

Date: Fri, 28 Jan 2005 16:29:05 -0500

2/16/2005

To: "Hanson, Roxie" <rhanson@email.uky.edu>
From: Rosetta Sandidge <sandidg@pop.uky.edu>
Subject: Re: MAT in World Languages - College of Ed. response

Hi Roxie,

Sorry for the delay in responding to your question. I wanted to make sure I was giving you a correct response when I indicated that the MAT proposal would not have to be officially approved by the various College of Education governance entities. I have spoken with both Dean Cibulka and with Dean Blackwell at the Graduate School regarding their positions on this matter. Both concur that this program is officially located in the College of Arts and Sciences, and therefore, does not require formal College of Education approval.

Having determined that, however, the College of Education is very supportive of the program and has been actively involved in discussions and planning for the program. For example, faculty representatives from both colleges have collaborated on the preparation of the program review document that will be submitted to the Education Professional Standards Board for approval. World Languages faculty and teacher certification personnel in the College of Education have also met to ensure the program addresses requirements related to certification and accreditation. In addition, the College of Education has representation on the committee that is currently conducting a search for a new full-time faculty member for the program.

There is a tremendous need for this program in the Commonwealth of Kentucky, and the College of Education is pleased to support the approval of a new MAT program in World Languages. If you need additional information, please let me know.

Regards,
Rosetta

At 03:00 PM 1/24/2005 -0500, you wrote:

Dear Dean Sandidge,

I look forward to your response to the question of the College of Education endorsing this proposal. (See <http://www.as.uky.edu/Admin/Faculty/CollegeCouncil/newcirculations.aspx>). Thank you for your assistance.

Best, Roxie

Roxanna Hanson, Admin. Support Assoc.
College of A&S, University of Kentucky
275 Patterson Ofc. Twr. (office)
213 Patterson Ofc. Twr. (mailing)
ph 859 257-6689 fax 859 323-1073

2/16/2005