



## University Senate TRANSMITTAL FORM

<b>Senate Document #:</b>	13-14-32
<b>PCC ID #:</b>	13046
<b>Title:</b>	Establish a Post-Baccalaureate Certificate in World Language Education
<b>Presenter:</b>	Marilee Lindemann, Chair, Senate Programs, Curricula, and Courses Committee
<b>Date of SEC Review:</b>	April 16, 2014
<b>Date of Senate Review:</b>	May 7, 2014
<b>Voting (highlight one):</b>	<ol style="list-style-type: none"> <li>1. On resolutions or recommendations one by one, or</li> <li>2. In a single vote</li> <li>3. To endorse entire report</li> </ol>
<b>Statement of Issue:</b>	<p>The College of Education and the Department of Teaching and Learning, Policy and Leadership propose to establish a Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to education professionals in the area of World Language Education at the elementary, middle, and high school levels. The certificate program focuses on the pedagogy of teaching world languages. Student populations who would be most interested in this certificate are those who are teaching a foreign language but may have not received the most current instruction in this field. Some teachers may never have been certified in this area. Some may have been certified through alternative routes that lacked instruction in this area. Some teachers may have been certified before 2011, when the State of Maryland extended certification from grades 7-12 to grades Pre-K-12.</p> <p>This certificate will meet the professional development needs of Maryland school systems that currently have World Language teachers who may or may not be certified in this area. According to two partner school districts—Montgomery County Public Schools and Prince George’s County Public Schools—some of their World Language teachers are permanent substitutes or on temporary contracts and need formal education courses in the field. The certificate program will be offered to school district</p>

	<p>cohorts as part of the College of Education’s outreach program. Consistent with other outreach programs, the program will be offered off-campus at a location convenient to the cohort, such as the Universities at Shady Grove or the Laurel Center.</p> <p>This program will be funded primarily through tuition revenue.</p> <p>The curriculum will consist of four courses: EDCI625 Reading, Cognition, and Reading Instruction: Reading in Content Areas; EDCI631 Student Assessment in the Second-Language Classroom; EDCI688A Advanced K-12 Foreign Language Methods and Technology; and EDCI732 Second-Language Acquisition. One course will be offered each semester, in consecutive semesters, so students are able to complete the certificate in two years.</p> <p>This proposal received the unanimous support of the Graduate PCC committee on March 24, 2014. The proposal also received unanimous support from Senate Programs, Curricula, and Courses committee at its meeting on April 4, 2014.</p>
<b>Relevant Policy # &amp; URL:</b>	N/A
<b>Recommendation:</b>	The Senate Committee on Programs, Curricula, and Courses recommends that the Senate approve this new Post-Baccalaureate Certificate program.
<b>Committee Work:</b>	The committee considered this proposal at its meeting on April 4, 2014. Perla Blejer from the Department of Teaching and Learning, Policy and Leadership and Maggie McLaughlin of the College of Education presented the proposal. After discussion, the committee voted unanimously to recommend the proposal.
<b>Alternatives:</b>	The Senate could decline to approve this new certificate program.
<b>Risks:</b>	If the Senate declines to approve this new certificate program, the University will lose an opportunity to offer needed professional development for World Language educators in the State of Maryland.
<b>Financial Implications:</b>	There are no significant financial implications with this proposal. This program will be funded primarily through tuition revenue.
<b>Further Approvals Required:</b>	If the Senate approves this proposal, it would still require further approval by the President, the Chancellor, and the Maryland Higher Education Commission.

# THE UNIVERSITY OF MARYLAND, COLLEGE PARK PROGRAM/CURRICULUM/UNIT PROPOSAL

- Please email the rest of the proposal as an MSWord attachment to [pcc-submissions@umd.edu](mailto:pcc-submissions@umd.edu).

PCC LOG NO.

13046

- Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

## College/School:

Please also add College/School Unit Code-First 8 digits:

Unit Codes can be found at: [https://hypprod.umd.edu/Html\\_Reports/units.htm](https://hypprod.umd.edu/Html_Reports/units.htm)

## Department/Program:

Please also add Department/Program Unit Code-Last 7 digits:

## Type of Action (choose one):

- |   |   |
|---|---|
| <input type="checkbox"/> Curriculum change (including informal specializations)     | <input type="checkbox"/> <i>New academic degree/award program</i>                   |
| <input type="checkbox"/> Curriculum change for an LEP Program                       | <input checked="" type="checkbox"/> New Professional Studies award iteration        |
| <input type="checkbox"/> <i>Renaming of program or formal Area of Concentration</i> | <input type="checkbox"/> New Minor  |
| <input type="checkbox"/> <i>Addition/deletion of formal Area of Concentration</i>   | <input type="checkbox"/> Request to create an online version of an existing program |
| <input type="checkbox"/> <i>Suspend/delete program</i>                              |   |

*Italics indicate that the proposed program action must be presented to the full University Senate for consideration.*

## Summary of Proposed Action (Revised, March 28, 2014)

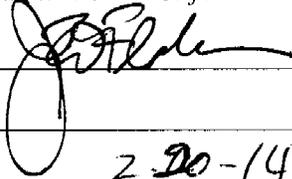
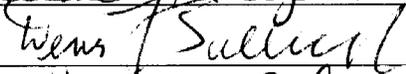
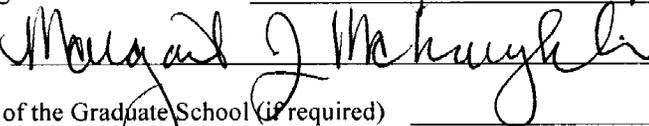
The Department of Teaching, Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to a variety of professionals in the area of World Language, at the elementary, middle, and high school levels. The target participants will be educators who are currently teaching a foreign language (e.g., French, Spanish, Chinese, Arabic) but may or may not be certified in the field or those who have completed alternate routes to certification but not taken the specific courses offered. It is also designed for teachers at the elementary level who were certified before 2011, when the State of Maryland extended certification from grades 7-12 to Pre-K-12, and other teachers who need to revitalize their skills. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in teaching World Language.

The course sequence will consist of four (4) courses (a total of 12 credits) that are essential to be successful in the World Language classroom, specifically courses in second-language acquisition, second-language pedagogy, content area reading, and assessment. These courses are already included in the Department's existing 42-credit Masters Certification, World Language Education program. They will be offered to cohorts of World Language teachers, with a maximum of 25 students per cohort.

Upon completion, the participants will receive a Graduate Certificate in World Language Education from the University of Maryland. Participants will also have the option of transferring these credits toward a Master's in Education and/or certification in the field.

**Departmental/Unit Contact Person for Proposal: Perla Blejer; Email: [pblejer@umd.edu](mailto:pblejer@umd.edu)**

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APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair JOHN F. O'FLAHAVAN  2/17/14
2. Department Chair Seaside Hutz  2-17-14
3. College/School PCC Chair Wendy Sullivan  2-20-14
4. Dean Margaret J. Mahughli  2-20-14
5. Dean of the Graduate School (if required) \_\_\_\_\_
6. Chair, Senate PCC Marilee Fine  4/4/14
7. University Senate Chair (if required) \_\_\_\_\_
8. Senior Vice President and Provost \_\_\_\_\_

## **PROPOSAL**

### **POST-BACCALAUREATE CERTIFICATE || WORLD LANGUAGE EDUCATION**

#### **COLLEGE OF EDUCATION, UNIVERSITY OF MARYLAND DEPARTMENT OF TEACHING AND LEARNING, POLICY AND LEADERSHIP**

##### **Overview**

The Department of Teaching, Learning, Policy and Leadership (TLPL) is proposing a new Post-Baccalaureate Certificate in World Language Education. The purpose of this certificate is to offer professional development to a variety of professionals in the area of World Language, at the elementary, middle, and high school levels. The target participants will be educators who are currently teaching a foreign language (e.g., French, Spanish, Chinese, Arabic) but may or may not be certified in the field or those who have completed alternate routes to certification but not taken the specific courses offered. It is also designed for teachers at the elementary level who were certified before 2011, when the State of Maryland extended certification from grades 7-12 to Pre-K-12, and other teachers who need to revitalize their skills. The certificate will also be beneficial for teachers of adults or supplemental schools who have not had formal preparation in teaching World Language.

The course sequence will consist of four (4) courses (a total of 12 credits) that are essential to be successful in the World Language classroom, specifically courses in second-language acquisition, second-language pedagogy, content area reading, and assessment. These courses are already included in the Department's existing 42-credit Masters Certification, World Language Education program. They will be offered to cohorts of World Language teachers, with a maximum of 25 students per cohort.

Upon completion, the participants will receive a Post-Baccalaureate Certificate in World Language Education from the University of Maryland.

Completers will also have the option of transferring these credits toward a Master's in Education and/or certification in the field.

##### **Rationale**

This certificate will meet the professional development needs of Maryland school systems that currently have World Language teachers who may or may not be certified in the field. According to two of our partner school districts—Montgomery County Public Schools and Prince George's County Public Schools—some of their World Language teachers are permanent substitutes or on temporary contracts and need formal education courses in the field. Some of their teachers are not trained in the U.S.; others are hired as para-educators who have an interest in becoming fully credentialed teachers. For these and other reasons, area districts such as Montgomery County Public Schools, include both Spanish teachers and World Language immersion teachers on their critical needs list.

Due to current trends in the field of World Language Education, continuing professional development is desirable for teachers, especially teachers who have not already been exposed to relevant theory and pedagogy, or for teachers who have been teaching a number of years and could upgrade their skills. Recent changes in the field lend support for the need for this certificate:

1. The Maryland State Department of Education has expanded certification from grades 7-12 to pre-K-12;
2. The Maryland State Department of Education has adopted the Maryland College and Career-Ready Standards; and,
3. The American Council on Teaching of Foreign Language (ACTFL) has revised its standards.

In addition, this certificate will meet the needs of individuals who are interested in the field of World Language, but are not working in a public school system. This includes teachers in supplemental language schools for children and adults as well as those contracted to teach adults for business and government institutions.

The University of Maryland is positioned well to offer this post-baccalaureate certificate. The College of Education has established graduate programs in World Language Education, offering multiple pathways for state certification. In addition, the University is the only institution in Maryland currently offering graduate-level certification in some languages, such as Chinese. After a thorough search of course and program offerings at John Hopkins University, Salisbury University, Towson University and the University of Maryland Baltimore County (UMBC), we found no offerings similar to the World Language Post-Baccalaureate Certificate proposed here. In addition, the search confirmed that none of these universities are offering graduate degrees in the Chinese language (with teacher certification) and only some are offering graduate degrees in Spanish and French. The Supervisor of World Language at the Maryland State Department of Education also confirmed that there are not current graduate programs in the state offering certification in Chinese language education. The World Language Post-Baccalaureate Certificate at the University of Maryland will target teachers of all seven languages the College of Education has approved programs for certification: Chinese, French, Italian, German, Latin, Russian and Spanish and the courses will be at the graduate level.

### **Nature of the Program**

The World Language Post-Baccalaureate Certificate will address second-language acquisition, methods of teaching world Language, teaching of reading in the content areas, and second-language assessment. The curriculum of the courses will also integrate cultures of the people who speak the various languages. In addition, the courses will incorporate the use of technology.

The courses will be offered off-campus at a location convenient for the cohort, such as the Universities at Shady Grove or the Laurel Center. They will include face-to-face, on-line, and other blended pedagogies. Classes will be held in the late afternoon or evening.

One course will be offered each semester, in consecutive semesters, so students are able to complete the certificate in two years. Students may elect to complete the courses at their own pace. However, as stipulated in University policy, students will need to complete the coursework within five years of enrolling.

**Title of Certificate:** Post-Baccalaureate Certificate in World Language Education

**Courses and Catalog Descriptions**

EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas

- Provides teacher candidates with an understanding of the interactive nature of the reading process, the use of research-based K-12 instructional strategies, the relationship between vocabulary development and student concept development, the design of K-12 reading instruction, the methods for assessing content area literacy, and the ability to plan instruction and communicate with students, parents, and allied professionals. This class is modified to specifically meet the needs of World Language teachers.

EDCI 631: Student Assessment in the Second-Language Classroom

- Analysis of standardized and teacher-made FL/ESL tests; emphasis on principles of FL/ESL test construction. Field-testing of commercial and teacher-made materials.

EDCI 688A: Advanced K-12 Foreign Language Methods and Technology

- Teaches advanced best practices for effective foreign language instruction. Topics include: using authentic assessment and materials, applying national standards, teaching writing and culture, motivating students, providing strategy instruction, infusing technology, preparing for K-12 employment, and creating a professional portfolio.

EDCI 732: Second-Language Acquisition

- Major theoretical approaches to second-language acquisition

**Course Sequence**

Semester 1	Fall	EDCI 688A: Advanced K-12 Foreign Language Methods and Technology
Semester 2	Spring	EDCI 625: Reading, Cognition, and Reading Instruction: Reading in the Content Areas
Semester 3	Fall	EDCI 631: Student Assessment in the Second-Language Classroom
Semester 4	Spring	EDCI 732: Second-Language Acquisition

**Faculty**

Faculty who teach these courses will be drawn from the Department of Teaching and Learning, Policy and Leadership (TLPL), and will be coordinated by the Director of World Language Education. The faculty will comprise a combination of full-time, tenure-track and clinical faculty, and adjunct professors who normally teach these courses.

## **Learning Outcomes**

Students will demonstrate the following:

1. Ability to plan lessons applying strategies for differentiated instruction, incorporating the ACTFL National Standards for Foreign Language and the Maryland State College and Career-Ready Standards;
2. Ability to design thematic units integrating technology into lesson planning, incorporating the Maryland Teacher Technology Standards (MTTS);
3. Knowledge of current and historical theories and research in language acquisition as applied to second language learners with K-12 perspective;
4. Ability to assess second-language learners' language skills and communicative competences using multiple sources of information, and to construct teacher-made tests and authentic assessments for students in second language classroom;
5. Knowledge of the interactive nature of the reading process in the content areas, as well as other theories and models of cognition and reading and apply them in designing K-12 instruction; and,
6. Ability to design strategic K-12 instruction that involves appropriate texts and materials in order to meet content area goals and student learning goals.

## **Assessments**

Assessments will include, thematic unit plans, short reaction papers, case-studies that demonstrate assessments of students' learning, video analysis of lessons, reflection and analysis of the lessons, and presentations to school personnel.

## **Admission Criteria**

Students applying for the Post-Baccalaureate Certificate in World Language Education must submit an application to the Graduate School of the University of Maryland. They must meet all requirements of the Graduate School, including:

- A minimum undergraduate GPA of 3.0 (4.0 scale) or graduate GPA of 3.0 (4.0 scale). Applicants with international credentials must submit in the original language those academic records that are not written in English. Such credentials must be accompanied by an accurate and literal English translation.
- Three letters of recommendation that address the applicant's leadership potential, relevant experience, and ability to succeed in the program.
- A statement of goals and objectives for pursuing graduate study. The statement must indicate both the applicant's practical experience as well as professional goals.
- Where applicable, a TOEFL score of 100 or higher for full admission or 84-99 for provisional admission.

Students may apply some or all of the 12 credits earned for the Post-Baccalaureate Certificate toward a Master's degree, with the approval of the student's advisor and the program. However, acceptance to begin the course sequence for the Post-Baccalaureate Certificate does not automatically guarantee admission to a degree program. Students will still need to apply and be accepted to the degree program.

## Off-Campus Program

Classes for the World Language Post-Baccalaureate Certificate will be offered off-campus. As is the current standard and accepted practice, the Dean of the College of Education and the Chair of TLPL ensure student access to the full range of campus services (including advising, financial aid, and career services) and facilities (including library and information facilities and computer facilities).

## Commitment to Diversity

The University of Maryland is committed to recruiting and retaining a diverse student body. The University's accreditation by the Middle States Association of Colleges and Secondary Schools and the College of Education's accreditation by the Council for the Accreditation of Education Preparation (CAEP) and the Maryland State Department of Education insure this commitment.

## Resources

Staffing for this program will come from existing faculty within TLPL. Support from tuition revenue will be sufficient to cover all faculty, facility and administrative costs (see Table 1).

Table 1: Expenditures and Revenues by Year

<b>Expenditures</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Total Faculty Expenses (b + c below)	\$25,200	\$50,400	\$50,400	\$50,400	\$50,400
a. #FTE	0.25				
b. Total Salary	\$20,000	\$40,000	\$40,000	\$40,000	\$40,000
c. Total Benefits	\$5,200	\$10,400	\$10,400	\$10,400	\$10,400
2. Total Administrative Staff Expenses (b + c below)	na				
a. #FTE	na				
b. Total Salary	na				
c. Total Benefits	na				
3. Total Support Staff expenses	na				
a. # FTE	na				
b. Total Salary	na				
c. Total Benefits	na				
4. Equipment	na				
5. Library	na				
6. New or Renovated Space	na				
7. Other Expenses	\$22,960	\$45,920	\$45,920	\$45,920	\$45,920
Shady Grove room charge	\$1,000	\$2,000	\$2,000	\$2,000	\$2,000
Entrepreneurial/Admin fee (10% of tuition)	\$7,320	\$14,640	\$14,640	\$14,640	\$14,640
College of Education Fee (20% of tuition)	\$14,640	\$29,280	\$29,280	\$29,280	\$29,280
<b>Total (Add 1- 7)</b>	<b>\$48,160</b>	<b>\$96,320</b>	<b>\$96,320</b>	<b>\$96,320</b>	<b>\$96,320</b>

Note: This does not include any factors for inflation since we assume salaries and tuition will go up by similar percentages.

**MHEC TABLE 1: RESOURCES**

Resources Categories	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
1. Reallocated Funds <sup>1</sup>	0	\$0	\$0	\$0	\$0
2. Tuition/ Fee Revenue <sup>2</sup> (c+g below)	\$ 73,200	\$ 146,400	\$ 146,400	\$ 146,400	\$ 146,400
a. #F.T Students	\$ -	\$0	\$0	\$0	\$0
b. Annual Tuition/ Fee Rate	na				
c. Annual Full Time Revenue (a x b)	\$ -				
d. # Part Time Students	\$ 20	\$40	\$40	\$40	\$40
e. Credit Hour Rate	\$ 610	\$610	\$610	\$610	\$610
f. Annual Credit Hours	\$ 6	\$6	\$6	\$6	\$6
g. Total Part Time Revenue (d x e x f)	\$ 73,200	\$146,400	\$146,400	\$146,400	\$146,400
3. Grants, Contracts, & Other External Sources <sup>3</sup>	\$ -				
4. Other Sources	\$ -				
<b>TOTAL (Add 1-4)</b>	<b>\$ 73,200</b>	<b>\$ 146,400</b>	<b>\$ 146,400</b>	<b>\$ 146,400</b>	<b>\$ 146,400</b>

## **Other Issues**

If a school district wishes to sponsor a cohort of its teachers, a Memorandum of Understanding (MOU) will be negotiated with the school districts, as is the current standard practice.