

UNIVERSITY FACULTY SENATE FORMS

Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. For more information, call the Faculty Senate Office at 831-2921.

Submitted by: Deborah Steinberger phone number 831-2044

Department: FLLT email address steind@udel.edu

Date: 10/31/13

Action: new program
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

Effective term 14F (with first enrollment projected in 16F)
(use format 04F, 05W)

Current degree _____
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed change leads to the degree of: MA
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

Proposed name: MA in Childhood Foreign Language Education, with 4+1 options: BSEd in Elementary Teacher Education/MA in Childhood Foreign Language Education, BS in Early Childhood Education/MA in Childhood Foreign Language Education
Proposed new name for revised or new major / minor / concentration / academic unit
(if applicable)

Revising or Deleting:

Undergraduate major / Concentration: _____
(Example: Applied Music – Instrumental degree BMAS)

Undergraduate minor: _____
(Example: African Studies, Business Administration, English, Leadership, etc.)

Graduate Program Policy statement change: _____
(**Must attach** your Graduate Program Policy Statement)

Graduate Program of Study: _____
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

Graduate minor / concentration: _____

Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, highlighting the changes made to the original policy document.

List new courses required for the new or revised curriculum. How do they support the

overall program objectives of the major/minor/concentrations)?

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the Course Challenge list. If there are no new courses enter “None”)

SPAN 665 Reading Workshop**SPAN 668 Spanish and Latin American Children’s Literature**

(Both currently passing through Course Challenge Process)

These courses, taught in Spanish, provide the certified teachers enrolled in the program with practical approaches to supporting literacy in a preschool or elementary school dual language environment.

By the end of SPAN 665, students will be able to:

- Demonstrate familiarity with the contributions of indigenous cultures to Hispanic culture
- Discuss current issues and challenges faced by Hispanic communities abroad and at home
- Analyze and explain the significance of diverse forms of literary and cultural expression
- Develop a cultural unit of instruction for elementary school children involving the use of literary texts

By the end of SPAN 668, students will be able to:

- Demonstrate familiarity with children’s literature in Spain, Latin America and the United States
- Analyze the literary structure and the cultural significance of Hispanic plays, fables and short stories written for (or by) children throughout the Spanish-speaking world
- Develop instructional units for elementary school children involving the use of theater, fables and short stories

Explain, when appropriate, how this new/revised curriculum supports the 10 goals of undergraduate education: <http://www.ugs.udel.edu/gened/>

N/A

Identify other units affected by the proposed changes:

(Attach permission from the affected units. If no other unit is affected, enter “None”)

Two teacher education programs are affected, Early Childhood Education (HDFS) and Elementary Teacher Education (ETE). Their letters of support are attached.

Describe the rationale for the proposed program change(s):

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

World language immersion programs have been established throughout Delaware thanks to Governor Markell’s 2011 World Language Expansion Initiative, and their number is increasing rapidly both in Delaware and in neighboring states. At this time, there are eleven Delaware public schools using immersion programs to introduce elementary school children to foreign languages (seven in Spanish and four in Chinese), and by 2020, the Delaware Department of Education (DOE) expects to have 20 fully functioning immersion programs throughout the state. Teachers certified in Early Childhood Education, or ECE (birth to grade 2 in the State of Delaware), and Elementary Teacher Education, or ETE (grades K-6 in the State of Delaware), who are also able to deliver developmentally appropriate instruction in a foreign language, are in great demand. In fact, DOE calculates that more than 120 new teaching positions will be

required to staff the immersion program by the time it reaches full implementation in 2020. Since the introduction of the World Language Expansion Initiative, all immersion programs have been staffed by temporary faculty hired from overseas. This staffing approach is neither sustainable, nor desirable, for the long-term success of this initiative, and the University of Delaware has a great opportunity to create a viable and sound graduate program to address this teaching gap.

In consultation with Delaware's Department of Education, UD's School of Education, and the Department of Human Development and Family Studies, the Department of Foreign Languages and Literatures has designed an MA program to help prepare candidates to teach in the dual-language immersion environment. There is a part-time option, designed for candidates holding a bachelor's degree and already certified in ECE or ETE; there are also two 4+1 options designed for highly qualified undergraduates in UD's Early Childhood Education or Elementary Teacher Education programs. By taking an accelerated course of study (with two graduate courses taken during the undergraduate portion of their program) and participating in a study abroad program during one summer or winter session after completing BS ECE/BSEd requirements, these students can graduate from the program not only with teacher certification, but also with greatly enhanced proficiency in the target language and in-depth knowledge of the target culture(s). These proposed programs have met with enthusiastic support from the leadership of UD's Early Childhood Education and Elementary Teacher Education programs.

Program Requirements: (Catalog descriptions. Due to formatting difficulties, side-by-side comparisons for the 4+1 options are included as appendices to the proposal)

Childhood Foreign Language Education (MA)

Telephone: (302) 831-2592

Faculty Listing: <http://www.udel.edu/fltl/main/FacultyProfiles.html>

Program Overview

The purpose of the MA in Childhood Foreign Language Education is to provide candidates with the knowledge and skills needed to teach effectively in the dual language immersion classroom. This interdisciplinary program provides the opportunity for professional growth in the areas of linguistic and cultural proficiency, as well as teaching methodology. There is a part-time option for in-service teachers, and a 4+1 option for UD majors in Early Childhood Education and Elementary Teacher Education.

Application for Admission

The Department of Foreign Languages and Literatures recognizes the University application deadlines of July 1 for the fall semester and December 1 for the spring semester. However, students are encouraged to apply much earlier. Prospective 4+1 participants apply to the program after completing 60 or more credits (normally, in the fall of their junior year).

Study Abroad Opportunities

The program requires 6 credits earned on an approved graduate study abroad program, with all coursework completed in the target language.

Requirements for Admission

For non-4+1 candidates, the requirements for admission are:

1. BA, BS or equivalent in an appropriate discipline.
2. Early Childhood or Elementary Teacher certification.
3. Minimum undergraduate Grade Point Average of 2.9 overall, and 3.25 in the major subject.
4. GRE General Test. Official GRE scores should be submitted at the beginning of the application process. The analytical writing test is required as a part of the GRE. A minimum of 158 (570 on the pre-2011 scoring scale) on the verbal reasoning section is normally required.
5. TOEFL for international students
 - paper-based: minimum of 550 for admission;
 - internet-based iBT: minimum of 79 for admission;
 - The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0.
6. Three letters of recommendation, preferably from professors or supervisors who know the candidate well.
7. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class). In addition, candidates applying for a teaching assistantship may have a brief personal or telephone interview conducted in English and the target language.

For 4+1 candidates, the admission requirements are:

1. Good standing in the University of Delaware's major in Early Childhood Education or Elementary Teacher Education.
2. Undergraduate Grade Point Average of at least 3.25 and a major GPA of 3.5 or better. Support from the applicant's academic advisor is required.
3. The GRE and TOEFL are waived for 4+1 applicants.
4. Three letters of recommendation, preferably from a professor, advisor or supervisor who knows the candidate well.
5. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class).
6. Documented oral proficiency in the target language (Minimum: Intermediate-Mid on the ACTFL Oral Proficiency Interview (OPI) OR 43 points on the Versant oral proficiency test).

Admission to the MA in Childhood Foreign Language Education is competitive. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet one or more requirements necessarily precluded from admission if they offer other appropriate strengths.

Requirements for the Degree

30 credits are required, as follows: 6 graduate credits in EDUC (EDUC 601 OR EDUC 740, AND EDUC 622), OR, for 4+1 ECE participants, in HDFS (HDFS 606 AND 621); plus 18 credits in SPAN (SPAN 601, 675, 665, 668, and two 3-credit graduate courses in Spanish/Latin American language and culture taken on an approved study abroad program), and 6 credits in Pedagogy (FLLT 626 AND 629).

Non-course degree requirements

Candidates must pass an oral proficiency test at the end of the program, and submit a Teaching Portfolio.

4+1 BSED/MA in Childhood Foreign Language Education

The four-year curriculum for the Bachelor of Science in Education contains required graduate courses that prepare students in the Elementary Teacher Education (ETE) major for the Master of Arts in Childhood Foreign Language Education. This interdisciplinary degree trains candidates to teach in the dual-language immersion classroom. With this 4+1 plan and the proper scheduling of graduate EDUC courses, students may enter immediately into the MA program in the College of Arts and Sciences, Department of Foreign Languages and Literatures, full-time with the possibility of completion within one year.

Qualification for the 4+1 Program

Undergraduates in the University of Delaware ETE major may apply for admission to the 4+1 program after completing 60 or more credits. Admission decisions will be based on GPA, work experiences, letters of recommendation, extracurricular activities, maturity, and a personal interview. There is also a proficiency requirement in the target foreign language (Minimum: **Intermediate-Mid** on the ACTFL Oral Proficiency Interview, or 43 points on the Versant Language Assessment).

It is generally expected that students will have an undergraduate GPA of at least 3.25 and a major GPA of 3.5 or better, and they will have an academic advisor who will strongly support his or her application to the program. Admission is competitive, so meeting the minimum requirements for admission does not guarantee admission, nor does the failure to meet a requirement result in an automatic rejection. Provisional admittance will be granted by the Office of Graduate and Professional Education. Upon completion of the undergraduate degree, the provisional status would be removed.

Procedures:

Students in the 4+1 program will complete all requirements for the undergraduate major in Elementary Teacher Education. However, the four-year curriculum for the Bachelor of Science in Elementary Teacher Education, when taken as part of the 4+1 program, contains required graduate courses that prepare the student for completion of the Master of Arts curriculum. With this 4+1 plan and the proper scheduling of courses as an undergraduate, students may enter immediately into the MA program full-time with the possibility of completion within one year.

UD Elementary Teacher Education undergraduate majors who are provisionally granted admission to the 4+1 BS/MA program in Childhood Foreign Language Education and subsequently admitted to the 4+1 program would take:

- EDUC 601, Language Development in the Classroom OR EDUC 740, Literacy Instruction for English Language Learners

- EDUC 622, The Role of Literacy in Content Areas, as an elective (for students in concentrations that include electives) or in addition to ETE major requirements (for students in concentrations that do not include electives).
Students who take EDUC 740 in place of EDUC 440 would need to earn a C- or higher in order for the course to count toward the ETE major.

Course Requirements for MA in Elementary Teacher Education and Foreign Language (30 credits)

EDUC graduate courses taken by undergraduates admitted to 4+1 program

EDUC 601	Language Development in the Classroom OR	3
EDUC 740	Literacy Instruction for English Language Learners	
EDUC 622	The Role of Literacy in Content Areas	3

+1 year courses in the Department of Foreign Languages and Literatures

SPAN 601	Advanced Spanish Language	3
SPAN 665	Reading Workshop	3
SPAN 668	Spanish and Latin American Children's Literature	3
FLLT 629	Methods of Teaching Foreign/Second Languages in Elementary Schools	3
FLLT 626	Foreign Language Pedagogy Research Seminar	3
SPAN 675	Topics in Hispanic Culture and Civilization	3

Courses taken on approved study abroad program during the summer immediately after completing the degree requirements for the BS Ed, or during the winter of their +1 year (chosen in conjunction with advisor; all courses taught in Spanish)

SPANISH Linguistics, Advanced Oral Communication or Phonetics (3 credits)

SPAN 675 Topics in Spanish/Latin American Culture (3 credits)

4+1 BS ECE/MA in Childhood Foreign Language Education

The four-year curriculum for the Bachelor of Science in Early Childhood Education contains required graduate courses that prepare the student for the Master of Arts in Childhood Foreign Language Education. This interdisciplinary degree trains candidates to teach in the dual-language immersion classroom. With this 4+1 plan and the proper scheduling of graduate HDFS courses, students may enter immediately into the MA program in the College of Arts and Sciences, Department of Foreign Languages and Literatures, full-time with the possibility of completion within one year.

Qualification for the 4+1 Program

Undergraduates in the University of Delaware HDFS major may apply for admission to the 4+1 program after completing 60 or more credits. Admission decisions will be based on GPA, work

experiences, letters of recommendation, extracurricular activities, maturity, and a personal interview. There is also a proficiency requirement in the target foreign language (Minimum: **Intermediate-Mid** on the ACTFL Oral Proficiency Interview, or 43 points on the Versant Language Assessment).

It is generally expected that students will have an undergraduate GPA of at least 3.25 and a major GPA of 3.5 or better, and they will have an academic advisor who will strongly support his or her application to the program. Admission is competitive, so meeting the minimum requirements for admission does not guarantee admission, nor does the failure to meet a requirement result in an automatic rejection. Provisional admittance will be granted by the Office of Graduate and Professional Education. Upon completion of the undergraduate degree, the provisional status would be removed.

Procedures:

Students in the 4+1 program will complete all requirements for the undergraduate major in Early Childhood Education. However, the four-year curriculum for the Bachelor of Science in Early Childhood Education, when taken as part of the 4+1 program, contains required graduate courses that prepare the student for completion of the Master of Arts curriculum. With this 4+1 plan and the proper scheduling of courses as an undergraduate, students may enter immediately into the MA program full-time with the possibility of completion within one year.

UD Early Childhood Education undergraduate majors who are provisionally granted admission to the 4+1 BS/MA program in Childhood Foreign Language Education and subsequently admitted to the 4+1 program may waive the requirement to take a) [HDFS 406](#) Supporting Literacy in Early Childhood Education (3 credits) by completing [HDFS 606](#) Early Child Literacy Skill Development (3 credits). They will also replace a focused elective at the 400-level (3 credits) with [HDFS 621](#) (Family Studies I: Empirical and Theoretical Perspectives). Content of the courses waived in the undergraduate program is addressed in greater depth and placed in the larger scholarly context in the corresponding graduate courses. For any undergraduate course requirement to be waived, the student needs to earn a grade of B (3.0) or better in the corresponding HDFS graduate course.

Course Requirements for MA in Early Childhood Education and Foreign Language (30 credits)

HDFS graduate courses taken by undergraduates admitted to 4+1 program

HDFS 606	Early Childhood Literacy Skill Development	3
HDFS 621	Family Studies 1: Empirical and Theoretical Perspectives	3

+1 year courses in the Department of Foreign Languages and Literatures

SPAN 601	Advanced Spanish Language	3
SPAN 665	Reading Workshop	3

SPAN 668	Spanish and Latin American Children's Literature	3
FLLT 629	Methods of Teaching Foreign/Second Languages in Elementary Schools	3
FLLT 626	Foreign Language Pedagogy Research Seminar	3
SPAN 675	Topics in Hispanic Culture and Civilization	3

Courses taken on approved study abroad program during the summer immediately after completion of BS requirements, or during the winter of their +1 year (chosen in conjunction with advisor; all courses taught in Spanish)

SPANISH Linguistics, Advanced Oral Communication, or Phonetics (3 credits)

SPAN 675 Topics in Spanish/Latin American Culture (3 credits)

ROUTING AND AUTHORIZATION: (Please do not remove supporting documentation.)

Department Chairperson _____ Date _____

Dean of College _____ Date _____

Chairperson, College Curriculum Committee _____ Date _____

Chairperson, Senate Com. on UG or GR Studies _____ Date _____

Chairperson, Senate Coordinating Com. _____ Date _____

Secretary, Faculty Senate _____ Date _____

Date of Senate Resolution _____ Date to be Effective _____

Registrar _____ Program Code _____ Date _____

Vice Provost for Academic Affairs & International Programs _____ Date _____

Provost _____ Date _____

Board of Trustee Notification _____ Date _____

Revised 02/09/2009 /khs

**RESOLUTION: MA PROGRAM IN CHILDHOOD FOREIGN LANGUAGE
EDUCATION, WITH 4+1 OPTIONS**

WHEREAS, the MA in Childhood Foreign Language Education fits the internationalization goals of the University,

WHEREAS, the MA in Childhood Foreign Language Education addresses the need for linguistically proficient teachers at the pre and K-6 levels,

WHEREAS, the MA in Childhood Foreign Language Education is consistent with the National Standards and academic expectations for early childhood and elementary teacher preparation programs,

WHEREAS, the University of Delaware possesses the human and material resources to support a high quality program in Childhood Foreign Language Education,

RESOLVED, that the Faculty Senate approves provisionally, for five years, the establishment of a new MA degree in Childhood Foreign Language Education, effective September 1, 2014.

PROGRAM PROPOSAL

MA IN CHILDHOOD FOREIGN LANGUAGE EDUCATION, WITH 4+1 OPTIONS: 1) BS IN EARLY CHILDHOOD EDUCATION/MA IN CHILDHOOD FOREIGN LANGUAGE EDUCATION; 2) BS ED IN ELEMENTARY TEACHER EDUCATION/MA IN CHILDHOOD FOREIGN LANGUAGE EDUCATION

I. DESCRIPTION

In consultation with the State of Delaware's Department of Education, UD's School of Education, and the Department of Human Development and Family Studies, the Department of Foreign Languages and Literatures has designed an MA program with two 4+1 options to help prepare candidates to teach in the dual-language immersion environment: The MA program allows for part-time study by candidates holding a bachelor's degree and already certified in Early Childhood Education (ECE) or Elementary Teacher Education (ETE). The 4+1 options are designed for highly qualified undergraduates in UD's Early Childhood Education or Elementary Teacher Education programs. By pursuing an accelerated course of study (with two graduate courses taken during the undergraduate portion of their program) and participating in a study abroad program during one summer or winter session after the four undergraduate years, they can graduate from the program not only with teacher certification (and the option for certification in World Languages in the state of Delaware, with a passing grade on the Praxis II exam), but also with greatly enhanced proficiency in the target language and in-depth knowledge of the target culture(s). These proposed programs have met with enthusiastic support from the leadership of UD's ECE and ETE programs. We are currently able to implement a program focusing on Spanish proficiency, but we aim to add other high-demand languages (Chinese, for example) in the future.

MA IN CHILDHOOD FOREIGN LANGUAGE EDUCATION

Target audience: Non-native speakers of Spanish who already have their ECE/Elementary Teacher Certification.

Admission requirements:

1. BA or BS or equivalent in an appropriate discipline.
2. Undergraduate Grade Point Average of 2.9 overall, and 3.25 in the major.
3. The GRE General Test. Official GRE scores should be submitted at the beginning of the application process. The analytical writing test is required as part of the GRE. A minimum of 158 (570 on the pre-2011 scoring scale) on the verbal reasoning section is normally required.
4. TOEFL for international students:

- paper-based: minimum of 550 for admission, 600 for teaching assistantship;
- internet-based iBT: minimum of 79 for admission, 100 for teaching assistantship;
- The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0.

5. Three letters of recommendation.

6. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class).

7. Documented oral proficiency in the target language (Minimum: Intermediate-Mid on the ACTFL Oral Proficiency Interview (OPI) OR 43 points on the Versant oral proficiency test).

Graduation requirements: 1) minimum Advanced-Low score on the ACTFL Oral Proficiency Interview (OPI) OR 63 points on the Versant oral proficiency test 2) Teaching Portfolio, based on ACTFL template, and assessed according to FLLT departmental rubric.

Certification in World Languages in the State of Delaware (Optional): Requires completion of PRAXIS II in the Target Language

Curriculum: 30 credits as follows, over four semesters:

- **Pedagogy:** 4 courses (12 credits)
- **Linguistics:** 2 courses (6 credits)
- **Literature/Culture:** 4 courses (12 credits)

Courses will be offered after school hours to accommodate working teachers.

**4+1 OPTIONS: 1) BS IN EARLY CHILDHOOD EDUCATION/MA IN
CHILDHOOD FOREIGN LANGUAGE EDUCATION; 2) BS IN ELEMENTARY
TEACHER EDUCATION/MA IN CHILDHOOD FOREIGN LANGUAGE
EDUCATION**

Target audience: Qualified seniors from UD's Early Childhood Education or Elementary Teacher Education programs who are in the process of obtaining their ECE/Elementary Teacher Certification.

Admission requirements:

1. BA or BS or equivalent in an appropriate discipline.
2. Undergraduate Grade Point Average of at least 3.25 and a major GPA of 3.5 or better. Support from the applicant's academic advisor is required.
3. The GRE and TOEFL are waived for 4+1 applicants.

4. Three letters of recommendation.
5. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class).
6. Documented oral proficiency in the target language (Minimum: Intermediate-Mid on the ACTFL Oral Proficiency Interview (OPI) OR 43 points on the Versant oral proficiency test).

Graduation requirements: 1) minimum Advanced-Low on the ACTFL OPI or 63 points on the Versant Oral Proficiency Test 2) Teaching Portfolio, based on ACTFL template, and assessed according to FLLT departmental rubric.

Certification in World Languages in the State of Delaware (Optional): Requires completion of PRAXIS II in the Target Language

Curriculum: 30 credits as follows:

- **Pedagogy:** 4 courses (12 credits)*
- **Linguistics:** 2 courses (6 credits)
- **Literature/Culture:** 4 courses (12 credits)

* Two Pedagogy courses (6 credits) are shared with Undergraduate program in **ETE: EDUC 601** (Language Development in the Classroom) or **EDUC 740** (Literacy Instruction for English Language Learners), and **EDUC 622** (The Role of Literacy in Content Areas). **ECE** candidates will take the following courses at the graduate level during the undergraduate portion of their program: **HDFS 606** (Early Childhood Literacy Skill Development), and **HDFS 621** (Family Studies I: Empirical and Theoretical Perspectives).

II. RATIONALE AND DEMAND

A. Institutional Factors

World language immersion programs have been established throughout Delaware thanks to Governor Markell's 2011 World Language Expansion Initiative, and their number is increasing rapidly both in Delaware and in neighboring states. At this time, there are eleven Delaware public schools using immersion programs to introduce elementary school children to foreign languages (seven in Spanish and four in Chinese), and by 2020, the Delaware Department of Education (DOE) expects to have 20 fully functioning immersion programs throughout the state.

Teachers certified in Early Childhood Education, or ECE (birth to grade 2 in the State of Delaware), and Elementary Teacher Education, or ETE (grades K-6 in the State of Delaware), who are also able to deliver developmentally appropriate instruction in a foreign language, are in great demand. In fact, DOE calculates that more than 120 new teaching positions will be required to staff the immersion program by the time it reaches full implementation in 2020. Since the introduction of the World Language Expansion Initiative, all immersion programs have

been staffed by temporary faculty hired from overseas. This staffing approach is neither sustainable, nor desirable, for the long-term success of this initiative, and the University of Delaware has a great opportunity to create a viable and sound graduate program to address this teaching gap.

Early in 2013, members of the Graduate Studies Committee of the Department of Foreign Languages and Literatures, responding to the Governor's initiative and his direct appeal to the University, recognized this opportunity and decided to develop our department's potential to provide the linguistic and cultural knowledge in-service and future teachers will need to function in the dual-language classroom. A preliminary proposal was addressed to the responsible faculty in the two UD teacher-education programs (ECE and ETE), and consultations between the Department of Foreign Languages and Literatures, the Delaware Department of Education, UD's School of Education and its Department of Human Development and Family Studies began in spring 2013. The proposal was finalized in September 2013, and endorsed by all three participating UD departments, the Delaware Department of Education, and the Delaware Center for Teacher Education.

The proposed curriculum is intended to enhance UD's teacher training programs by multiplying the career paths available to our graduates. At the same time, we will be fulfilling the University's educational and strategic priorities by 1) rising as a regional leader in the fast-growing field of teacher preparation for the dual language immersion classroom and by 2) forging new ties between the College of Arts and Science and the School of Education and Human Development, as we build together an innovative interdisciplinary program that will ultimately enhance the educational opportunities for schoolchildren in Delaware and across the region.

No impact is expected on any other instructional, research, or service programs of the University.

The proposed curriculum would more fully utilize the teaching resources of the Department of Foreign Languages and Literatures, where many of our faculty members are qualified to teach the proposed courses, geared to in-service teachers and educators-in-training. Many of the courses in the curriculum are already being taught in the department (for example, SPAN 601 and 675 will be cross-listed with SPAN 401 and 475; FLLT 626, Research Seminar in Second Language Acquisition, and FLLT 629, Methods of Teaching Foreign Language in the Elementary School, are already offered on a regular basis). The new courses created for the proposed program (SPAN 665 and 668) will be available also to MA students in our existing MAFL/MAFLP programs, and our Spanish faculty members are eager to teach these innovative courses.

B. Student demand

1. Based on prospective student inquiries from current EDUC/HDFS undergraduates and from in-service teachers in the region, and using projections from our colleagues in ECE and ETE, we expect to start with around six students in the first cohort, and to grow to ten or more per year (once the program becomes a familiar option). We plan to add in coming years curricula in additional high-demand languages (Chinese, for example). Current students in our MAFL/MAFLP programs have expressed interest in taking the Spanish courses that will be part of the new program's curriculum.

The proposed 4 + 1 program should be attractive to ECE and ETE majors for many reasons. Qualified students would:

- learn of their admission to a graduate program as early as their junior year;
- have the GRE admissions requirement waived;
- complete their MA in one half the time, saving a year's worth of tuition;
- have the opportunity to take graduate courses as undergraduates, and thereby to meet their future graduate peers and better prepare for their graduate experience;
- be eligible to be hired at the Masters pay level in public schools.

2. On the one hand, our part-time MA program is designed to accommodate certified in-service teachers who wish to work in a dual-language environment: courses will be scheduled after school hours, and two of the required EDUC courses are offered online. On the other hand, our 4+1 option will appeal to undergraduates looking to complete a Master's degree in one year.

C. Transferability

We are expecting students in this program to transfer in 6 graduate credits earned on an approved study-abroad program during the winter or summer semester. For 4+1 participants, these credits are earned after the four years of the BS program.

D. Access to graduate and professional programs

The 4+1 option entails entry into the MA program in Childhood Foreign Language Education in the fifth year. As we stated in our introduction, elementary school teachers proficient in at least one foreign language are in great demand in the state and throughout the region, and those who come prepared to work in a dual-language classroom, delivering instructional content in the target language, are in even greater demand.

E. Demand and employment factors

The Delaware DOE calculates that more than 120 new teaching positions will be required to staff the state's language immersion program by the time it reaches full implementation in 2020. Dual-language classroom initiatives in many languages are growing throughout the region and indeed throughout the US, and we expect our graduates to be in great demand.

F. Regional, state, and national factors

1. There are only two programs in the region that share some of the features of our proposed new MA program, but there are fundamental differences between these programs and the one we are proposing. The University of Maryland offers a Foreign Language concentration for their Elementary Education Program, but this is not an MA program, and UM requires only 9 credits in the target language at the intermediate level or above—far fewer than our proposed program (we require 18 credits in the target language at the MA level alone; our entrance proficiency requirement entails previous language study at the undergraduate level). Graduates of UD's MA program in Childhood Foreign Language Education would therefore have a much greater mastery of the target language. Rutgers University has a 4+1 Teacher Education program in Foreign Language, but it trains foreign language teachers (as does our department's MAFLP program); in contrast, our new program is designed to train early childhood and elementary teachers to deliver core subject instruction (reading, math, science) in the target language, in a language immersion context. This fundamental difference makes our program unique. In time, we hope to reach the level of recognition of two of the national leaders in dual-language/immersion education, the University of Minnesota and Brigham Young University.
2. The new MA program was designed to adhere to the linguistic and cultural proficiency standards of ACTFL, the American Council for the Teaching of Foreign Languages. ACTFL strongly supports dual-language immersion as the key to early and lasting foreign language proficiency that will lead to greater career opportunities in the global economy for today's young students. Our two major assessments, the Oral Proficiency Interview and the Teaching Portfolio, adhere to ACTFL standards and templates. The ECE and ETE programs that lead to the teacher certification of the 4+1 participants are accredited by the Council for the Accreditation of Educator Preparation (CAEP, formerly NCATE). The new program would be part of CAEP's next accreditation visit in fall 2018.

This program was formulated in consultation with Dr. Juan Carlos Morales, World Language Specialist at the Delaware Department of Education.

G. Other strengths

1. The curriculum of the MA in Childhood Foreign Language Education is strengthened by the expertise of the internationally-known FLL faculty involved in the new program. Dr. Jorge Cubillos, Professor of Spanish, is one of the principal architects of the new MA program. A distinguished specialist in Second Language Acquisition, he teaches FLLT 626, the research seminar which is required of participants in the new program (it is already an offering in our MAFLP program). As Director of Assessment for our department, and a professional with an active research record in pedagogy and assessment issues, he will contribute greatly to the development and growth of the program. Dr. Gladys Ilarregui, Associate Professor of Spanish, is an expert in Latin

American literature and culture. The new courses she designed for the program, SPAN 665 (Reading Workshop) and SPAN 668 (Spanish and Latin American Children's Literature) are the product of extensive consultations with colleagues and elementary educators in the US and abroad. Her colleagues Dr. Cristina Guardiola, Associate Professor of Spanish, and Dr. Phillip Penix-Tadsen, Assistant Professor of Spanish, are also planning on contributing their expertise in cultural and literary studies to the new program. Dr. Iris Busch, Assistant Professor of German and FL Pedagogy, is a specialist in early language learning who regularly teaches FLLT 629, Methods of Teaching Foreign Language in the Elementary School. She is the State Representative to NNELL, the National Network for Early Language Learning.

2. N/A

III. ENROLLMENT, ADMISSIONS AND FINANCIAL AID

A. Enrollment

We plan to limit enrollments by means of prerequisites (including specified target-language minimum proficiency levels) and by academic performance (see "Admission Requirements," below). Admissions requirements for the proposed MA program are on a par with those of FLLT's existing MAFL and MAFLP programs. The GRE is waived for the 4+1 participants, of whom an undergraduate GPA of at least 3.25 and a major GPA of 3.5 or better is expected; they must also have an academic advisor who strongly supports their application to the program. By these means we seek to ensure a highly-qualified (and ultimately highly employable) student body.

B. Admission Requirements

1. Admissions criteria for the MA program in Childhood Language Education (for candidates already possessing teacher certification)

1. BA or BS or equivalent in an appropriate discipline.
2. Early Childhood or Elementary Teacher certification.
3. Minimum undergraduate Grade Point Average of 2.9 overall, and 3.25 in the major.
4. The GRE General Test. Official GRE scores should be submitted at the beginning of the application process. The analytical writing test is required as part of the GRE. A minimum of 158 (570 on the pre-2011 scoring scale) on the verbal reasoning section is normally required.
5. TOEFL for international students:
 - paper-based: minimum of 550 for admission, 600 for teaching assistantship;
 - internet-based iBT: minimum of 79 for admission, 100 for teaching assistantship;
 - The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0.
6. Three letters of recommendation.

7. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class).

8. Documented oral proficiency in the target language (Minimum: Intermediate-Mid on the ACTFL Oral Proficiency Interview (OPI) OR 43 points on the Versant oral proficiency test).

2. Admissions criteria for the 4+1 program

1. Good standing in the University of Delaware's major in Early Childhood Education or Elementary Teacher Education.

2. Undergraduate Grade Point Average of at least 3.25 and a major GPA of 3.5 or better. Support from the applicant's academic advisor is required.

3. The GRE and TOEFL are waived for 4+1 applicants.

4. Three letters of recommendation.

5. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class).

6. Documented oral proficiency in the target language (Minimum: Intermediate-Mid on the ACTFL Oral Proficiency Interview (OPI) OR 43 points on the Versant oral proficiency test).

3. Maintaining Status within the Program

Once admitted to the MA or the 4 + 1 BS/MA program, students must:

- 1) maintain a minimum 3.0 overall GPA throughout the remainder of their undergraduate and/or graduate programs;
- 2) 4+1 students must earn grades of "B" or higher in the two designated graduate-level HDFS or EDUC courses they take as undergraduates; and all students must
- 3) demonstrate satisfactory progress in the program.

Satisfactory progress includes following the prescribed program of study. Each student's progress and GPA will be evaluated at the end of each academic year by the MA in Childhood FL Education Program Committee. Students who fail to meet the minimum GPA requirements or fail to show progress towards the degree may be withdrawn from the MA program.

C. Student Expenses and Financial Aid

Students will not have any required expenses beyond the traditional book and supplies expenses. At this time, we do not plan to offer financial support for students in this program: self-funding is expected to be the norm.

IV. CURRICULUM SPECIFICS

A. Institutional Factors

Those who complete the program will earn the MA in Childhood Foreign Language Education (the 4+1 students will first earn the BS Ed or the BS in ECE). The 30 credits of graduate-level coursework, along with the high level of professional engagement that leads to the assembly of the Teaching Portfolio, make the Master's degree an appropriate form of recognition.

B. Curriculum Description

Please note: Side by side curriculum comparisons are included among the Appendices to this proposal (due to formatting difficulties), as are the catalog descriptions.

1. SAMPLE CURRICULUM: MA PROGRAM IN CHILDHOOD FOREIGN LANGUAGE EDUCATION (PART-TIME PROGRAM FOR CERTIFIED IN-SERVICE TEACHERS)/SPANISH

YEAR 1

FALL (6 credits)

EDUC 601- Language Development in the Classroom
SPAN 665- THE READING WORKSHOP

SPRING (6 credits)

EDUC 622- The Role of Literacy in Content Areas (online course)
SPAN668- SPANISH AND LATIN AMERICAN CHILDREN'S LITERATURE

SUMMER ABROAD (6 credits)

SPANISH LINGUISTICS, PHONETICS, OR ADVANCED ORAL COMMUNICATION
SPANISH/LATIN AMERICAN CULTURE (all courses taught in Spanish)

YEAR 2

FALL (6 credits)

SPAN675- TOPICS IN LATIN AMERICAN/SPANISH CULTURE
SPAN601- ADVANCED SPANISH GRAMMAR

SPRING (6 credits)

FLLT626- SEMINAR ON SECOND LANGUAGE ACQUISITION RESEARCH
FLLT629- METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL
TOTAL= 30 CREDITS

2. SAMPLE CURRICULUM: 4+1 OPTION/SPANISH

BSED in Elementary Teacher Education

Senior Year

(6 credits)

EDUC 622 - THE ROLE OF LITERACY IN CONTENT AREAS (online course)

EDUC 740 - LITERACY INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS, **OR**

EDUC 601 – LANGUAGE DEVELOPMENT IN THE CLASSROOM

BS in Early Childhood Education

Senior Year

(6 credits)

HDFS 606 – EARLY CHILDHOOD LITERACY SKILL DEVELOPMENT

HDFS 621 - FAMILY STUDIES I: EMPIRICAL AND THEORETICAL PERSPECTIVES

MA in Childhood Foreign Language

+1 Year

FALL (9 credits)

SPAN601- ADVANCED SPANISH GRAMMAR

SPAN665- THE READING WORKSHOP

SPAN675- TOPICS IN LATIN AMERICAN/SPANISH CULTURE

WINTER (OR SUMMER) ABROAD (6 credits)

SPANISH LINGUISTICS, PHONETICS , OR ADVANCED ORAL COMMUNICATION

SPANISH/LATIN AMERICAN CULTURE (all courses taught in Spanish)

SPRING (9 credits)

FLLT 629- METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL

FLLT 626- FOREIGN LANGUAGE PEDAGOGY RESEARCH SEMINAR

SPAN 668- SPANISH AND LATIN AMERICAN CHILDREN’S LITERATURE

TOTAL= 30 CREDITS

V. RESOURCES AVAILABLE

A. Learning Resources

Please see attached Library Assessment Statement (in Appendices).

B. Faculty / Administrative Resources

The program will be administered by the MA in Childhood Foreign Language Education Program Committee, currently led by Deborah Steinberger, Associate Professor of French and Comparative Literature and Director of Graduate Studies in the Department of Foreign Languages and Literatures, and Jorge Cubillos, Professor of Spanish and Applied Linguistics. Both are tenured full-time faculty members. The distinguished faculty expecting to teach in the program include Dr. Cubillos and the following full-time FLL colleagues:

Cristina Guardiola, PhD, Associate Professor of Spanish (tenured; specialist in Spanish literature and cultural studies)

Gladys Ilarregui PhD, Associate Professor of Spanish (tenured; specialist in Latin American literature and cultural studies)

Phillip Penix-Tadsen, PhD, Assistant Professor of Spanish (tenure-track; specialist in Latin American literature and cultural studies)

Iris Busch, PhD, Assistant Professor of German and Pedagogy (CNTT; specialist in Early Language Learning and Foreign Language Pedagogy; State representative to NNELL, the National Network for Early Language Learning)

For more on the participating faculty members, please see section II.G.1 above.

C. External Funding

No external funding is expected.

VI. RESOURCES REQUIRED

A. Learning Resources

No additional learning resources are required.

B. Personnel Resources

A specialist in Spanish pedagogy and language acquisition with a concentration in dual-language immersion is one of our department's hiring priorities. The contributions of such a specialist will help us attain more quickly the national prominence we seek.

C. Budgetary Needs

There are no new budgetary needs.

VII. IMPLEMENTATION AND EVALUATION

A. Implementation Plan

Projected Program Approval: Spring 2014

Recruitment and information: For the 4+1 program, we are targeting the freshman class (entering in the Fall 2014), due to enroll in the program by the Junior year, Fall 2016. Students in ECE and ETE are to receive information about language courses and linguistic proficiency required to qualify for the program. For the MA program (non-4+1), we will publicize the program with the help of the Delaware Department of Education and regional teacher organizations.

Advisement: Appointment of program advisor. Interest meetings for students to be held every semester (2014, 2015).

Enrollment of first student group: projected Fall 2016.

+1 Advisement: Fall 2016. Arrangements for study abroad (Winter 2017)

Spring 2017: Proficiency and Portfolio Assessments (OPI and Teaching Portfolios)

B. Assessment Plan

Assessment criteria are oral proficiency scores (collected in the spring of the +1 year) and the teaching portfolio (to be assessed according to the ACTFL-compliant rubric already in place in the Department of Foreign Languages and Literatures).

VIII. APPENDICES

- A. Side-by-side comparison, 4+1 BS Ed/MACFLE
- B. Side-by-side comparison, 4+1 BS ECE/MACLFE
- C. Letter of Support from the Delaware DOE
- D. Letters of Approval from Contributing Departments
- E. Library Assessment Study (may be forwarded separately)

4+1 BSED/MA in Childhood Foreign Language Education

The four-year curriculum for the Bachelor of Science in Education contains required graduate courses that prepare students in the Elementary Teacher Education (ETE) major for the Master of Arts in Childhood Foreign Language Education. This interdisciplinary degree, with coursework in pedagogy, language, and culture, trains candidates to teach in the dual-language immersion classroom. With this 4+1 plan and the proper scheduling of graduate EDUC courses, students may enter immediately into the MA program in the College of Arts and Sciences full-time, with the possibility of completing their MA within one year.

Qualification for the 4+1 Program

Undergraduates in the University of Delaware ETE major may apply for admission to the 4+1 program after completing 60 or more credits. Admission decisions will be based on GPA, work experiences, letters of recommendation, extracurricular activities, maturity, and a personal interview. There is also a proficiency requirement in the target foreign language (Minimum: **Intermediate-Mid** on the ACTFL Oral Proficiency Interview, or 43 points on the Versant Language Assessment).

It is generally expected that students will have an undergraduate GPA of at least 3.25 and a major GPA of 3.5 or better, and they will have an academic advisor who will strongly support his or her application to the program. Admission is competitive, so meeting the minimum requirements for admission does not guarantee admission, nor does the failure to meet a requirement result in an automatic rejection. Provisional admittance will be granted by the Office of Graduate and Professional Education. Upon completion of the undergraduate degree, the provisional status would be removed.

Procedures:

Students in the 4+1 program will complete all requirements for the undergraduate major in Elementary Teacher Education. However, the four-year curriculum for the Bachelor of Science in Elementary Teacher Education, when taken as part of the 4+1 program, contains required graduate courses that prepare the student for completion of the Master of Arts curriculum. With this 4+1 plan and the proper scheduling of courses as an undergraduate, students may enter immediately into the MA program full-time with the possibility of completion within one year.

UD Elementary Teacher Education undergraduate majors who are provisionally granted admission to the 4+1 BS/MA program in Childhood Foreign Language Education and subsequently admitted to the 4+1 program would take:

- EDUC 601, Language Development in the Classroom OR EDUC 740, Literacy Instruction for English Language Learners
- EDUC 622, The Role of Literacy in Content Areas, as an elective (for students in concentrations that include electives) or in addition to ETE major requirements (for students in concentrations that do not include electives).

Students who take EDUC 740 in place of EDUC 440 would need to earn a C- or higher in order for the course to count toward the ETE major.

Course Requirements for MA in Elementary Teacher Education and Foreign Language (30 credits)

EDUC graduate courses taken by undergraduates admitted to 4+1 program

EDUC 601	Language Development in the Classroom OR	3
EDUC 740	Literacy Instruction for English Language Learners	
EDUC 622	The Role of Literacy in Content Areas	3

+1 year courses in the Department of Foreign Languages and Literatures

SPAN 601	Advanced Spanish Language	3
SPAN 665	Reading Workshop	3
SPAN 668	Spanish and Latin American Children's Literature	3
FLLT 629	Methods of Teaching Foreign/Second Languages in Elementary Schools	3
FLLT 626	Foreign Language Pedagogy Research Seminar	3
SPAN 675	Topics in Hispanic Culture and Civilization	3

Courses taken on approved study abroad program during the summer immediately after completing the degree requirements for the BS Ed, or during the winter of their +1 year (chosen in conjunction with advisor; all courses taught in Spanish)

SPANISH Linguistics, Advanced Oral Communication or Phonetics (3 credits)

SPAN 675 Topics in Spanish/Latin American Culture (3 credits)

4+1 BS ECE/MA in Childhood Foreign Language Education

The four-year curriculum for the Bachelor of Science in Early Childhood Education contains required graduate courses that prepare the student for the Master of Arts in Childhood Foreign Language Education. This interdisciplinary degree, with coursework in pedagogy, language, and culture, trains candidates to teach in the dual-language immersion classroom. With this 4+1 plan and the proper scheduling of graduate HDFS courses, students may enter immediately into the MA program in the College of Arts and Sciences, full-time, with the possibility of completing their MA within one year.

Qualification for the 4+1 Program

Undergraduates in the University of Delaware HDFS major may apply for admission to the 4+1 program after completing 60 or more credits. Admission decisions will be based on GPA, work experiences, letters of recommendation, extracurricular activities, maturity, and a personal interview. There is also a proficiency requirement in the target foreign language (Minimum: **Intermediate-Mid** on the ACTFL Oral Proficiency Interview, or 43 points on the Versant Language Assessment).

It is generally expected that students will have an undergraduate GPA of at least 3.25 and a major GPA of 3.5 or better, and they will have an academic advisor who will strongly support his or her application to the program. Admission is competitive, so meeting the minimum requirements for admission does not guarantee admission, nor does the failure to meet a requirement result in an automatic rejection. Provisional admittance will be granted by the Office of Graduate and Professional Education. Upon completion of the undergraduate degree, the provisional status would be removed.

Procedures:

Students in the 4+1 program will complete all requirements for the undergraduate major in Early Childhood Education. However, the four-year curriculum for the Bachelor of Science in Early Childhood Education, when taken as part of the 4+1 program, contains required graduate courses that prepare the student for completion of the Master of Arts curriculum. With this 4+1 plan and the proper scheduling of courses as an undergraduate, students may enter immediately into the MA program full-time with the possibility of completion within one year.

UD Early Childhood Education undergraduate majors who are provisionally granted admission to the 4+1 BS/MA program in Childhood Foreign Language Education and subsequently admitted to the 4+1 program may waive the requirement to take a) [HDFS 406](#) Supporting Literacy in Early Childhood Education (3 credits) by completing [HDFS 606](#) Early Child Literacy Skill Development (3 credits). They will also replace a focused elective at the 400-level (3 credits) with [HDFS 621](#) (Family Studies I: Empirical and Theoretical Perspectives). Content of the courses waived in the undergraduate program is addressed in greater depth and placed in the larger scholarly context in the corresponding graduate courses. For any undergraduate course requirement to be waived, the student needs to earn a grade of B (3.0) or better in the corresponding HDFS graduate course.

Course Requirements for MA in Early Childhood Education and Foreign Language (30 credits)

HDFS graduate courses taken by undergraduates admitted to 4+1 program

HDFS 606	Early Childhood Literacy Skill Development	3
HDFS 621	Family Studies 1: Empirical and Theoretical Perspectives	3

+1 year courses in the Department of Foreign Languages and Literatures

SPAN 601	Advanced Spanish Language	3
SPAN 665	Reading Workshop	3
SPAN 668	Spanish and Latin American Children's Literature	3
FLLT 629	Methods of Teaching Foreign/Second Languages in Elementary Schools	3
FLLT 626	Foreign Language Pedagogy Research Seminar	3
SPAN 675	Topics in Hispanic Culture and Civilization	3

Courses taken on approved study abroad program during the summer immediately after completion of BS requirements, or during the winter of their +1 year (chosen in conjunction with advisor; all courses taught in Spanish)

SPANISH Linguistics, Advanced Oral Communication, or Phonetics (3 credits)

SPAN 675 Topics in Spanish/Latin American Culture (3 credits)

Childhood Foreign Language Education (MA)

Telephone: (302) 831-2592

Faculty Listing: <http://www.udel.edu/flt/main/FacultyProfiles.html>

Program Overview

The purpose of the MA in Childhood Foreign Language Education is to provide candidates with the knowledge and skills needed to teach effectively in the dual language immersion classroom. This interdisciplinary program provides the opportunity for professional growth in the areas of linguistic and cultural proficiency, as well as teaching methodology. There is a part-time option for in-service teachers, and a 4+1 option for UD majors in Early Childhood Education and Elementary Teacher Education.

Application for Admission

The Department of Foreign Languages and Literatures recognizes the University application deadlines of July 1 for the fall semester and December 1 for the spring semester. However, students are encouraged to apply much earlier. Prospective 4+1 participants apply to the program after completing 60 or more credits (normally, in the fall of their junior year).

Study Abroad Opportunities

The program requires 6 credits earned on an approved graduate study abroad program, with all coursework completed in the target language.

Requirements for Admission

For non-4+1 candidates, the requirements for admission are:

1. BA, BS or equivalent in an appropriate discipline.
2. Early Childhood or Elementary Teacher certification.
3. Minimum undergraduate Grade Point Average of 2.9 overall, and 3.25 in the major subject.
4. GRE General Test. Official GRE scores should be submitted at the beginning of the application process. The analytical writing test is required as a part of the GRE. A minimum of 158 (570 on the pre-2011 scoring scale) on the verbal reasoning section is normally required.
5. TOEFL for international students
 - paper-based: minimum of 550 for admission;
 - internet-based iBT: minimum of 79 for admission;
 - The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0.
6. Three letters of recommendation, preferably from professors or supervisors who know the candidate well.

7. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class). In addition, candidates applying for a teaching assistantship may have a brief personal or telephone interview conducted in English and the target language.

For 4+1 candidates, the admission requirements are:

1. Good standing in the University of Delaware's major in Early Childhood Education or Elementary Teacher Education.
2. Undergraduate Grade Point Average of at least 3.25 and a major GPA of 3.5 or better. Support from the applicant's academic advisor is required.
3. The GRE is waived for 4+1 applicants.
4. TOEFL for international students:
 - paper-based: minimum of 550 for admission;
 - internet-based iBT: minimum of 79 for admission;
 - The IELTS (International English Language Testing System) is another option. The minimum IELTS score is 6.5 overall with no individual sub-score below 6.0.
5. Three letters of recommendation, preferably from a professor, advisor or supervisor who knows the candidate well.
6. Applicants must submit a writing sample of at least 1000 words in the target language (this may be a paper written for an undergraduate class).
7. Documented oral proficiency in the target language (Minimum: Intermediate-Mid on the ACTFL Oral Proficiency Interview (OPI) OR 43 points on the Versant oral proficiency test).

Admission to the MA in Childhood Foreign Language Education is competitive. Those who meet stated minimum academic requirements are not guaranteed admission, nor are those who fail to meet one or more requirements necessarily precluded from admission if they offer other appropriate strengths.

Requirements for the Degree

30 credits are required, as follows: 6 graduate credits in EDUC (EDUC 601 OR EDUC 740, AND EDUC 622), OR, for 4+1 ECE participants, in HDFS (HDFS 606 AND 621); plus 18 credits in SPAN (SPAN 601, 675, 665, 668, and two 3-credit graduate courses in Spanish/Latin American language and culture taken on an approved study abroad program), and 6 credits in Pedagogy (FLLT 626 AND 629).

Non-course degree requirements

Candidates must pass an oral proficiency test at the end of the program, and submit a Teaching Portfolio.

DEGREE: BACHELOR OF SCIENCE MAJOR: EARLY CHILDHOOD EDUCATION		DEGREE: BACHELOR OF SCIENCE MAJOR: EARLY CHILDHOOD EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS		UNIVERSITY REQUIREMENTS	
<u>ENGL 110</u> Critical Reading and Writing (minimum grade C-)	3	<u>ENGL 110</u> Critical Reading and Writing (minimum grade C-)	3
<u>First Year Experience</u> (FYE)	0-4	<u>First Year Experience</u> (FYE)	0-4
<u>Breadth Requirement</u>	12	<u>Breadth Requirement</u>	12
<u>Discovery Learning Experience</u> (DLE)	3	<u>Discovery Learning Experience</u> (DLE)	3
<u>Multi-cultural Courses</u>	3	<u>Multi-cultural Courses</u>	3
Some University requirements may be met by your major requirements. See your advisor for a planning guide.		Some University requirements may be met by your major requirements. See your advisor for a planning guide.	
MAJOR REQUIREMENTS	CREDITS	MAJOR REQUIREMENTS	CREDITS
English Literature course (see HDFS department for approved list; this requirement may fulfill University Creative Arts and Humanities requirement)	3	English Literature course (see HDFS department for approved list; this requirement may fulfill University Creative Arts and Humanities requirement)	3
Second Writing Course (chosen from courses satisfying the Arts & Sciences Second Writing Requirement. This requirement may be fulfilled through a course taken to complete other course requirements.)	3	Second Writing Course (chosen from courses satisfying the Arts & Sciences Second Writing Requirement. This requirement may be fulfilled through a course taken to complete other course requirements.)	3
Creative Arts and Humanities or Foreign Language course (including: CHIN, FREN,	3	Creative Arts and Humanities or Foreign Language course (including: CHIN, FREN,	3

GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN) if Creative Arts and Humanities requirement is fulfilled by English Literature course)			GREK, GRMN, HEBR, ITAL, JAPN, LATN, PORT, RUSS, SPAN) if Creative Arts and Humanities requirement is fulfilled by English Literature course)		
LING 101	Introduction to Linguistics I	3	LING 101	Introduction to Linguistics I	3
PSYC 100	General Psychology		PSYC 100	General Psychology	
or			or		
Sociology		3	Sociology		3
Course			Course		
History and Cultural Change		6	History and Cultural Change		6
Social and Behavioral Science		3	Social and Behavioral Science		3
BISC 105	Human Heredity and Development	3	BISC 105	Human Heredity and Development	3
Additional two 4-credit courses from Mathematics, Natural Sciences, and Technology w/labs		8	Additional two 4-credit courses from Mathematics, Natural Sciences, and Technology w/labs		8
MATH 251	Math for K-8 Teachers: Numbers and Operations	3	MATH 251	Math for K-8 Teachers: Numbers and Operations	3
(C- or better required)			(C- or better required)		
MATH 252	Math for K-8 Teachers: Rationals and Probability		MATH 252	Math for K-8 Teachers: Rationals and Probability	
or			or		
MATH 253	Math for K-8 Teachers: Geometry, Algebra, and Measurement	3	MATH 253	Math for K-8 Teachers: Geometry, Algebra, and Measurement	3
EDUC 230	Intro to Exceptional Children	3	EDUC 230	Intro to Exceptional Children	3
Focused Elective	(See HDFS Department for List of Approved Courses)	3	HDFS 621	Family Studies I: Empirical and Theoretical Perspectives (taken in senior year)	3
		3			

<u>HDFS 201</u>	Life Span Development		<u>HDFS 201</u>	Life Span Development	3
<u>HDFS 202</u>	Diversity and Families	3	<u>HDFS 202</u>	Diversity and Families	3
	(fulfills University multicultural requirement)			(fulfills University multicultural requirement)	
<u>HDFS 220</u>	Child Development I: Prenatal to Age 3	3	<u>HDFS 220</u>	Child Development I: Prenatal to Age 3	3
<u>HDFS 221</u>	Child Development II: 3-10	3	<u>HDFS 221</u>	Child Development II: 3-10	3
<u>HDFS 222</u>	Inclusive Curriculum: Birth to Grade 2	3	<u>HDFS 222</u>	Inclusive Curriculum: Birth to Grade 2	3
<u>HDFS 224</u>	Practicum in Inclusive Curriculum: Birth to Grade 2	3	<u>HDFS 224</u>	Practicum in Inclusive Curriculum: Birth to Grade 2	3
<u>HDFS 406</u>	Supporting Literacy in Early Childhood Education	3	<u>HDFS 606</u>	Early Childhood Literacy Skill Development	3
<u>HDFS 350</u>	Technology & Assistive Technology in Early Childhood Educ.	3	<u>HDFS 350</u>	Technology & Assistive Technology in Early Childhood Educ.	3
<u>HDFS 355</u>	Professional Issues in ECDE	3	<u>HDFS 355</u>	Professional Issues in ECDE	3
<u>HDFS 411</u>	Inclusive Curriculum: Birth - Preschool	3	<u>HDFS 411</u>	Inclusive Curriculum: Birth - Preschool	3
<u>HDFS 412</u>	Inclusive Curriculum: Preschool - Kindergarten	3	<u>HDFS 412</u>	Inclusive Curriculum: Preschool - Kindergarten	3
<u>HDFS 413</u>	Inclusive Curriculum: Kindergarten - Grade 2	3	<u>HDFS 413</u>	Inclusive Curriculum: Kindergarten - Grade 2	3
<u>HDFS 414</u>	Guidance and Behavior Support: Birth - Grade 2	3	<u>HDFS 414</u>	Guidance and Behavior Support: Birth - Grade 2	3
<u>HDFS 431</u>	Field Experience: Birth to Preschool	1	<u>HDFS 431</u>	Field Experience: Birth to Preschool	1
<u>HDFS 432</u>	Field Experience: Preschool - Kindergarten	2	<u>HDFS 432</u>	Field Experience: Preschool - Kindergarten	2
<u>HDFS 433</u>	Field Experience: Kindergarten - Grade 2	1	<u>HDFS 433</u>	Field Experience: Kindergarten - Grade 2	1
<u>HDFS 435</u>	Programs for Children with Exceptionalities	3	<u>HDFS 435</u>	Programs for Children with Exceptionalities	3
<u>HDFS 445</u>	Family, School, and Community Partnerships	3	<u>HDFS 445</u>	Family, School, and Community Partnerships	3
<u>HDFS 452</u>	Assessment of Children	3	<u>HDFS 452</u>	Assessment of Children	3

HDFS 470 Families and Children at Risk 3 HDFS 480 Student Teaching Seminar 2 EDUC 400 Student Teaching 1 (Fulfills University DLE requirement) 2 Prerequisites for EDUC 400 Student Teaching: a GPA 2.50 and a major field index of 2.75 (Information on courses designated in major field is available from Department Office) and a minimum grade of C- in all HDFS courses, EDUC 230 , MUED 390 . <i>Praxis Test Requirements</i> ECE students must complete the following Praxis test requirements: Praxis I: Passing scores on the Praxis I test, all three subtests (reading, passing score = 175; writing, passing score = 173; and mathematics, passing score = 174), prior to enrollment in HDFS 412 . Praxis II: Proof of having taken appropriate academic content area tests in Early Childhood Education and Special Education. A copy of the Official score report must be submitted to the Delaware Center for the Teacher Education, 200 Academy Street, during enrollment in EDUC 400 Student Teaching or no later than November 1 for January graduates and May 1 for June or summer graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report. ELECTIVES After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.	HDFS 470 Families and Children at Risk 3 HDFS 480 Student Teaching Seminar 2 EDUC 400 Student Teaching 1 (Fulfills University DLE requirement) 2 Prerequisites for EDUC 400 Student Teaching: a GPA 2.50 and a major field index of 2.75 (Information on courses designated in major field is available from Department Office) and a minimum grade of C- in all HDFS courses, EDUC 230 , MUED 390 . <i>Praxis Test Requirements</i> ECE students must complete the following Praxis test requirements: Praxis I: Passing scores on the Praxis I test, all three subtests (reading, passing score = 175; writing, passing score = 173; and mathematics, passing score = 174), prior to enrollment in HDFS 412 . Praxis II: Proof of having taken appropriate academic content area tests in Early Childhood Education and Special Education. A copy of the Official score report must be submitted to the Delaware Center for the Teacher Education, 200 Academy Street, during enrollment in EDUC 400 Student Teaching or no later than November 1 for January graduates and May 1 for June or summer graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report. ELECTIVES After required courses are completed, sufficient elective credits must be taken to meet the minimum credits required for the degree.
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Only four credits of Music ensemble and four credits of 100-200 level courses in Military Science/ Army ROTC may be counted toward the degree.

BS CREDITS TO TOTAL A MINIMUM OF 124

Only four credits of Music ensemble and four credits of 100-200 level courses in Military Science/ Army ROTC may be counted toward the degree.

BS CREDITS TO TOTAL A MINIMUM OF 124

+1 YEAR: SAMPLE CURRICULUM FOR SPANISH

SPAN601 ADVANCED SPANISH GRAMMAR	3
SPAN665 THE READING WORKSHOP	3
SPAN675 TOPICS IN LATIN AMERICAN/SPANISH CULTURE	3
FLLT629 METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL	3
FLLT626 FOREIGN LANGUAGE PEDAGOGY RESEARCH SEMINAR	3
SPAN668- SPANISH AND LATIN AMERICAN CHILDREN'S LITERATURE	3

AN ADDITIONAL 6 CREDITS ARE TAKEN ABROAD ON AN APPROVED STUDY PROGRAM DURING THE WINTER OR SUMMER SESSION FOLLOWING COMPLETION OF REQUIREMENTS FOR THE BS, AS FOLLOWS:

SPANISH LINGUISTICS , PHONETICS, OR ADVANCED ORAL COMMUNICATION	3
SPANISH/LATIN AMERICAN CULTURE, taught in Spanish	3

**TOTAL GRADUATE CREDITS, INCLUDING 2 HDFS GRAD COURSES
TAKEN DURING YEAR 4= 30 CREDITS**

DEGREE: BACHELOR OF SCIENCE IN EDUCATION MAJOR: ELEMENTARY TEACHER EDUCATION		DEGREE: BACHELOR OF SCIENCE IN EDUCATION MAJOR: ELEMENTARY TEACHER EDUCATION/MA IN CHILDHOOD FOREIGN LANGUAGE EDUCATION	
CURRICULUM	CREDITS	CURRICULUM	CREDITS
UNIVERSITY REQUIREMENTS		UNIVERSITY REQUIREMENTS	
ENGL 110 Critical Reading and Writing (minimum grade C-)	3	ENGL 110 Critical Reading and Writing (minimum grade C-)	3
First Year Experience (FYE)	0-4	First Year Experience (FYE)	0-4
Breadth Requirements	12	Breadth Requirements	12
Discovery Learning Experience (DLE)	3	Discovery Learning Experience (DLE)	3
Multi-cultural Courses	3	Multi-cultural Courses	3
The university requirements can be satisfied by the major requirements listed below.		The university requirements can be satisfied by the major requirements listed below.	
MAJOR REQUIREMENTS		MAJOR REQUIREMENTS	
All students must complete the General Studies and Professional Studies courses and a concentration. Students must earn a grade of C- or higher in all coursework for the major.		All students must complete the General Studies and Professional Studies courses and a concentration. Students must earn a grade of C- or higher in all coursework for the major.	
GENERAL STUDIES		GENERAL STUDIES	
GEOL 113 Earth Science	4	GEOL 113 Earth Science	4
SCEN 102 Physical Science	4	SCEN 102 Physical Science	4
BISC 104 General Biology or		BISC 104 General Biology or	
BISC 207 Introductory Biology I	4	BISC 207 Introductory Biology I	4
MATH 251 Mathematics for K-8 Teachers: Number and Operations	3	MATH 251 Mathematics for K-8 Teachers: Number and Operations	3
MATH 252 Mathematics for K-8 Teachers: Rational Numbers and Probability	3	MATH 252 Mathematics for K-8 Teachers: Rational Numbers and Probability	3
MATH 253 Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	3	MATH 253 Mathematics for K-8 Teachers: Geometry, Algebra and Measurement	3
One of the following history courses:	3		

HIST 103 World History I HIST 104 World History II HIST 205 United States History HIST 206 United States History One of the following geography courses: 3 GEOG 102 Human Geography GEOG 120 World Regional Geography GEOG 203 Introduction to Cultural Geography GEOG 210 Economic Geography POSC 102 Civics and Economics for Teachers or POSC 150 American Political System 3 (If ECON 102 is not taken below) ECON 100 Economic Issues and Policies or ECON 151 Introduction to Microeconomics or ECON 102 Civics and Economics for Teachers 3 (If POSC 102 is not taken above) One of the following literature courses: Students in the Middle School English concentration: ENGL 101 Tools of Textual Analysis Students not in the Middle School English concentration: Approved ENGL literature course The list of approved literature courses is available online at www.education.udel.edu/ete/required-courses/english-courses/ . Art, Art History, Dance, Music, Music Education or Theater course 3 This course must satisfy the Creative Arts and Humanities University Breadth Requirement unless this breadth requirement is satisfied by another course. PROFESSIONAL STUDIES EDUC 100 Introduction to Elementary and Middle School Education 1	One of the following history courses: 3 HIST 103 World History I HIST 104 World History II HIST 205 United States History HIST 206 United States History One of the following geography courses: 3 GEOG 102 Human Geography GEOG 120 World Regional Geography GEOG 203 Introduction to Cultural Geography GEOG 210 Economic Geography POSC 102 Civics and Economics for Teachers or POSC 150 American Political System 3 (If ECON 102 is not taken below) ECON 100 Economic Issues and Policies or ECON 151 Introduction to Microeconomics or ECON 102 Civics and Economics for Teachers 3 (If POSC 102 is not taken above) One of the following literature courses: Students in the Middle School English concentration: ENGL 101 Tools of Textual Analysis Students not in the Middle School English concentration: Approved ENGL literature course The list of approved literature courses is available online at www.education.udel.edu/ete/required-courses/english-courses/ . Art, Art History, Dance, Music, Music Education or Theater course 3 This course must satisfy the Creative Arts and Humanities University Breadth Requirement unless this breadth requirement is satisfied by another course. PROFESSIONAL STUDIES
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(Satisfies First Year Experience requirement)			EDUC 100 Introduction to Elementary and Middle School Education 1		
EDUC 205	Human Development: Grades K-8	3	(Satisfies First Year Experience requirement)		
EDUC 210	Beginning Literacy Instruction	3	EDUC 205	Human Development: Grades K-8	3
EDUC 230	Introduction to Exceptional Children	3	EDUC 210	Beginning Literacy Instruction	3
EDUC 240	Legal and Ethical Issues in American Education		EDUC 230	Introduction to Exceptional Children	3
or			EDUC 240	Legal and Ethical Issues in American Education	
EDUC 247	The History of Education in America	3	or		
EDUC 258	Cultural Diversity, Schooling and the Teacher		EDUC 247	The History of Education in America	3
or			EDUC 258	Cultural Diversity, Schooling and the Teacher	
EDUC 259	Cultural Diversity in Community Contexts	3	or		
EDUC 286	Educational Technology: Professional Tools	1	EDUC 259	Cultural Diversity in Community Contexts	3
EDUC 310	Reading and Writing in Elementary School	3	EDUC 286	Educational Technology: Professional Tools	1
EDUC 335	Elementary Curriculum: Mathematics	3	EDUC 310	Reading and Writing in Elementary School	3
EDUC 341	Elementary Curriculum: Science	3	EDUC 335	Elementary Curriculum: Mathematics	3
EDUC 346	Elementary Curriculum: Social Studies	3	EDUC 341	Elementary Curriculum: Science	3
EDUC 387	Integrating Technology in Education	2	EDUC 346	Elementary Curriculum: Social Studies	3
EDUC 390	Classroom Management for Social and Emotional Learning	3	EDUC 387	Integrating Technology in Education	2
EDUC 400	Student Teaching: Elementary Education	5	EDUC 390	Classroom Management for Social and Emotional Learning	3
EDUC 433	Non-school Factors Affecting Learning in the Classroom	2	EDUC 400	Student Teaching: Elementary Education	5
EDUC 436	Literacy Problems: Assessment and Instruction		EDUC 433	Non-school Factors Affecting Learning in the Classroom	2
or			EDUC 436	Literacy Problems: Assessment and Instruction	
EDUC 437	Diagnosis and Instruction: Literacy (Special Education concentration only)	3	or		
EDUC 440	Literacy Instruction for English Language Learners	3	EDUC 437	Diagnosis and Instruction: Literacy (Special Education concentration only)	3
EDUC 451	Educational Assessment for Classroom Teachers	3	EDUC 740	Literacy Instruction for English Language Learners	3
			EDUC 451	Educational Assessment for Classroom Teachers	3

<p>CONCENTRATIONS</p> <p>Middle School English The list of approved ENGL writing and diversity courses are available online at www.education.udel.edu/ete/middle-school-english/.</p> <p>ENGL 294 English Language: Grammar and Usage 3</p> <p>EDUC 403/ENGL 403 Literature for Adolescents: Multimedia Texts 3</p> <p>ENGL 204 American Literature 3</p> <p>ENGL 205 British Literature I 3</p> <p>ENGL 206 British Literature II 3</p> <p>ENGL writing course 3</p> <p>ENGL diversity course 3</p> <p>EDUC 320 Reading and Writing in the Middle Grades 3</p> <p>EDUC 400 Student Teaching: Middle School English 5</p> <p>TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL ENGLISH 121</p> <p>Middle School Mathematics</p> <p>MATH 221 Calculus I</p> <p>or</p> <p>MATH 241 Analytic Geometry and Calculus A 3-4</p> <p>MATH 222 Calculus II</p> <p>or</p> <p>MATH 242 Analytic Geometry and Calculus B 3-4</p> <p>MATH 210 Discrete Mathematics 3</p> <p>MATH 230 Finite Math with Applications 3</p> <p>STAT 200 Basic Statistical Practice 3</p> <p>or</p> <p>MATH 201 Introduction to Statistical Methods I</p> <p>MATH 240 Geometry and Measurement for Middle School Teachers 3</p> <p>MATH 217 Algebra for Middle School Teachers 3</p> <p>EDUC 336 Middle School Mathematics Curriculum and Methods 3</p> <p>EDUC 400 Student Teaching: Middle School Mathematics 5</p> <p>TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL MATHEMATICS 121-123</p>	<p>CONCENTRATIONS</p> <p>Middle School English The list of approved ENGL writing and diversity courses are available online at www.education.udel.edu/ete/middle-school-english/.</p> <p>ENGL 294 English Language: Grammar and Usage 3</p> <p>EDUC 403/ENGL 403 Literature for Adolescents: Multimedia Texts 3</p> <p>ENGL 204 American Literature 3</p> <p>ENGL 205 British Literature I 3</p> <p>ENGL 206 British Literature II 3</p> <p>ENGL writing course 3</p> <p>ENGL diversity course 3</p> <p>EDUC 320 Reading and Writing in the Middle Grades 3</p> <p>EDUC 400 Student Teaching: Middle School English 5</p> <p>TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL ENGLISH 121</p> <p>Middle School Mathematics</p> <p>MATH 221 Calculus I</p> <p>or</p> <p>MATH 241 Analytic Geometry and Calculus A 3-4</p> <p>MATH 222 Calculus II</p> <p>or</p> <p>MATH 242 Analytic Geometry and Calculus B 3-4</p> <p>MATH 210 Discrete Mathematics 3</p> <p>MATH 230 Finite Math with Applications 3</p> <p>STAT 200 Basic Statistical Practice 3</p> <p>or</p> <p>MATH 201 Introduction to Statistical Methods I</p> <p>MATH 240 Geometry and Measurement for Middle School Teachers 3</p> <p>MATH 217 Algebra for Middle School Teachers 3</p> <p>EDUC 336 Middle School Mathematics Curriculum and Methods 3</p> <p>EDUC 400 Student Teaching: Middle School Mathematics 5</p> <p>TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL MATHEMATICS 121-123</p>
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Middle School Science		
The list of approved biology, physical science, earth science and environmental science courses is available online at www.education.udel.edu/ete/middle-school-science/ .		
Biology courses	6	
Physical science courses	6	
Earth science course	3	
Environmental science course	3	
SCEN 650 Scientific Inquiry for Current and Future Teachers	3	
EDUC 443 Teaching Science in the Middle School	3	
EDUC 400 Student Teaching: Middle School Science	5	
TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL SCIENCE	121	
Middle School Social Studies		
Economics course	3	
Geography course	3	
History course from the list of approved history courses that is available online at www.education.udel.edu/ete/middle-school-social-studies/	3	
HIST 103 or HIST 104 World History		
or		
HIST 205 or HIST 206 United States History	3	
(whichever was not taken for General Studies)		
HIST 315 History for Teachers	3	
POSC 102 Civics and Economics for Teachers		
or		
POSC 150 American Political System		
or		
POSC 270 Comparative Politics	3	
(whichever was not taken for General Studies)		
EDUC 348 Investigating Social Studies in Middle School Communities	3	
EDUC 400 Student Teaching: Middle School Social Studies	5	
Free elective from any department	3	
TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL SOCIAL STUDIES	121	
Middle School Science		
The list of approved biology, physical science, earth science and environmental science courses is available online at www.education.udel.edu/ete/middle-school-science/ .		
Biology courses	6	
Physical science courses	6	
Earth science course	3	
Environmental science course	3	
SCEN 650 Scientific Inquiry for Current and Future Teachers	3	
EDUC 443 Teaching Science in the Middle School	3	
EDUC 400 Student Teaching: Middle School Science	5	
TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL SCIENCE	121	
Middle School Social Studies		
Economics course	3	
Geography course	3	
History course from the list of approved history courses that is available online at www.education.udel.edu/ete/middle-school-social-studies/	3	
HIST 103 or HIST 104 World History		
or		
HIST 205 or HIST 206 United States History	3	
(whichever was not taken for General Studies)		
HIST 315 History for Teachers	3	
POSC 102 Civics and Economics for Teachers		
or		
POSC 150 American Political System		
or		
POSC 270 Comparative Politics	3	
(whichever was not taken for General Studies)		
EDUC 348 Investigating Social Studies in Middle School Communities	3	
EDUC 400 Student Teaching: Middle School Social Studies	5	
Free elective from any department	3	

<p>Special Education</p> <p>EDUC 410 Assistive Technology 1</p> <p>EDUC 431 Applied Behavior Analysis 3</p> <p>EDUC 432 Curriculum for School-aged Exceptional Children 3</p> <p>EDUC 435 Educational Evaluation for Exceptional Children 3</p> <p>EDUC 400 Student Teaching: Special Education 5</p> <p>Students also complete the Disabilities Studies Minor, Human Development and Family Studies Minor, or a 15-credit focus area in English, mathematics, science, social studies or urban education from the approved list of courses that is available online at www.education.udel.edu/ete/special-education/focus-areas/.</p> <p>TOTAL CREDITS IN THE MAJOR WITH SPECIAL EDUCATION 122</p> <p>Urban Education</p> <p>EDUC 258 Cultural Diversity, Schooling and the Teacher 3</p> <p>or</p> <p>EDUC 259 Cultural Diversity in Community Contexts 3</p> <p>(whichever was not taken for Professional Studies)</p> <p>EDUC 395 Building Communities of Learners in Urban Contexts 3</p> <p>EDUC 440 Literacy Instruction for English Language Learners 3</p> <p>EDUC 459 Urban Schools and Urban Landscapes 3</p> <p>EDUC 400 Student Teaching: Elementary Education 5</p> <p>Three restricted electives that reflect students' particular interest in urban education. Courses must be approved by an advisor. 9</p> <p>Free elective from any department 3</p> <p>TOTAL CREDITS IN THE MAJOR WITH URBAN EDUCATION 121</p>	<p>TOTAL CREDITS IN THE MAJOR WITH MIDDLE SCHOOL SOCIAL STUDIES 121</p> <p>Special Education</p> <p>EDUC 410 Assistive Technology 1</p> <p>EDUC 431 Applied Behavior Analysis 3</p> <p>EDUC 432 Curriculum for School-aged Exceptional Children 3</p> <p>EDUC 435 Educational Evaluation for Exceptional Children 3</p> <p>EDUC 400 Student Teaching: Special Education 5</p> <p>Students also complete the Disabilities Studies Minor, Human Development and Family Studies Minor, or a 15-credit focus area in English, mathematics, science, social studies or urban education from the approved list of courses that is available online at www.education.udel.edu/ete/special-education/focus-areas/.</p> <p>TOTAL CREDITS IN THE MAJOR WITH SPECIAL EDUCATION 122</p> <p>Urban Education</p> <p>EDUC 258 Cultural Diversity, Schooling and the Teacher 3</p> <p>or</p> <p>EDUC 259 Cultural Diversity in Community Contexts 3</p> <p>(whichever was not taken for Professional Studies)</p> <p>EDUC 395 Building Communities of Learners in Urban Contexts 3</p> <p>EDUC 440 Literacy Instruction for English Language Learners 3</p> <p>EDUC 459 Urban Schools and Urban Landscapes 3</p> <p>EDUC 400 Student Teaching: Elementary Education 5</p> <p>Three restricted electives that reflect students' particular interest in urban education. Courses must be approved by an advisor. 9</p> <p>Free elective from any department 3</p> <p>TOTAL CREDITS IN THE MAJOR WITH URBAN EDUCATION 121</p>
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Praxis Test Requirements

Praxis basic skills test: Passing scores on all three sub-tests of the Praxis basic skills test (reading, writing, and mathematics) according to the State of Delaware guidelines are required prior to enrollment in upper division professional education coursework.

Praxis II: Proof of having taken an appropriate Praxis II test for each area in which teacher candidates plan to pursue certification. A copy of the official score report must be submitted to the Delaware Center for Teacher Education during enrollment in [EDUC 400](#) Student Teaching or no later than November 1 for January graduates and May 1 for June or summer graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report.

NOTE: 4+1 STUDENTS IN CONCENTRATIONS WITH ELECTIVES WILL TAKE IN THEIR SENIOR YEAR EDUC 622, THE ROLE OF LITERACY IN CONTENT AREAS. 4+1 STUDENTS IN CONCENTRATIONS WITHOUT ELECTIVES WILL TAKE EDUC 622 IN ADDITION TO ALL OTHER REQUIRED COURSES.

Praxis Test Requirements

Praxis basic skills test: Passing scores on all three sub-tests of the Praxis basic skills test (reading, writing, and mathematics) according to the State of Delaware guidelines are required prior to enrollment in upper division professional education coursework.

Praxis II: Proof of having taken an appropriate Praxis II test for each area in which teacher candidates plan to pursue certification. A copy of the official score report must be submitted to the Delaware Center for Teacher Education during enrollment in [EDUC 400](#) Student Teaching or no later than November 1 for January graduates and May 1 for June or summer graduates. An institutional recommendation for certification will not be issued until the candidate has presented the official score report.

+1 YEAR: SAMPLE CURRICULUM FOR SPANISH

SPAN601 ADVANCED SPANISH GRAMMAR	3
SPAN665 THE READING WORKSHOP	3
SPAN675 TOPICS IN LATIN AMERICAN/SPANISH CULTURE	3
FLLT629 METHODS OF TEACHING FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL	3
FLLT626 FOREIGN LANGUAGE PEDAGOGY RESEARCH SEMINAR	3
SPAN668- SPANISH AND LATIN AMERICAN CHILDREN'S LITERATURE	3

AN ADDITIONAL 6 CREDITS ARE TAKEN ABROAD ON AN APPROVED STUDY PROGRAM DURING THE WINTER OR SUMMER SESSION FOLLOWING COMPLETION OF REQUIREMENTS FOR THE BS, AS FOLLOWS:

SPANISH LINGUISTICS , PHONETICS, OR ADVANCED ORAL

BS ED ONLY

4+1 PROGRAM, BS ED/MA CHILDHOOD FOREIGN LANGUAGE ED

	COMMUNICATION	3
	SPANISH/LATIN AMERICAN CULTURE, taught in Spanish	3
	TOTAL GRADUATE CREDITS, INCLUDING 2 EDUC GRAD COURSES TAKEN DURING YEAR 4= 30 CREDITS	

UD endorsements of proposed new MA/4+1 program in Childhood Foreign Language Education

10/24/13

Dear Deborah,

I enthusiastically lend my support to this proposal. With the increasing number of immersion programs not only in Delaware but across the nation, your proposal offers an exciting option for interested UD students. Currently, what I see in immersion programs is either teachers who know appropriate teaching methodology knowledge but no language skills or language skills but no appropriate teaching methodology knowledge. The program you propose aims to prepare teachers with both sets of knowledge. I hope your program is hugely successful!

Carol Vukelich

Hammonds Professor in Teacher Education

Director, Delaware Center for Teacher Education

Deputy Dean, College of Education and Human Development

University of Delaware

200 Academy Street

Newark, DE 19716

(302) 831-1657 (office)

(302) 831-2708 (fax)

10/29/13

Dear Dr. Steinberger:

The Department of Human Development and Family Studies is pleased to support your inclusion of HDFS 606 (Early Childhood Literacy Skill Development) and HDFS 621 (Family Studies I: Empirical and Theoretical Perspectives) in your proposed 4+1 program in EARLY CHILDHOOD EDUCATION/ELEMENTARY SCHOOL EDUCATION AND FOREIGN LANGUAGE. We think this will be an excellent option for our Early Childhood Education majors who want to teach in World Language Immersion or bilingual programs. We look forward to working with your department once the program is in place.

Sincerely,

Susan J. Hall

Susan J. Hall, Ph.D., FACSM

Deputy Dean, College of Health Sciences

Interim Chair, Department of Human Development and Family Studies

University of Delaware

345 McDowell Hall

Newark, DE 19716
(302) 831-8372 (phone)
(302) 831-3490 (fax)
<http://www.udel.edu/chs/facultystaff/hall.html>

10/28/13

Dear Professor Steinberger,

I'm writing to express my enthusiastic support for your proposal to create a MA program in Childhood Foreign Language Education program, and more specifically, to include EDUC 601, EDUC622, and EDUC740 in the proposed program. The faculty associated with the School's literacy programs reviewed your proposal, and concluded that the program will help ensure the preparation of teachers who are prepared to teach in dual-language immersion environments. I agree with their conclusion.

Please write or call if I can do anything to support your proposal.

Ralph Ferretti

Ralph P. Ferretti
Director and Professor
School of Education
113 Willard Hall Education Building
Newark, DE 19716
(302) 831-1644

10/29/13

Hi Deborah,

The School of Education also supports the 4+1 track in the MA program in Childhood Foreign Language Education for students in the Elementary Teacher Education (ETE) major. This track is a wonderful opportunity for ETE undergraduates to take some courses at the graduate level that will count towards their major and towards a MA degree. The 4+1/MA degree would be a great option for ETE students who would like to teach in elementary schools with language immersion programs.

Best,

Laura

Laura Glass
Associate Director, School of Education
Program Coordinator, Elementary Teacher Education
Assistant Professor, Mathematics Education



DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Mark T. Murphy
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

October 20, 2013

Dear Program Committee,

On behalf of the Delaware Department of Education's World Language team, I am writing to you to express my enthusiasm for the addition of an MA & 4+1 Program in Early Childhood/Elementary and Foreign Language Education. It is exciting to see that the University of Delaware has taken information from our initial meeting with them to discuss immersion and has created a program that will help to ensure that more domestic students will be able to fill the ever-increasing need for highly qualified teachers for Delaware's immersion schools.

As of this year, we have eleven immersion programs throughout the state, seven of which are in Spanish. Over the course of the next two years, we anticipate adding a minimum of five additional Spanish immersion programs. Currently, we have fifteen Spanish immersion teachers through the state of Delaware and project that that number will grow to as many as ninety by 2020 just for Spanish. Although our Memorandum of Understanding with Spain allows us to bring teachers for 1-3 years to help with instruction, the sustainability of the programs will also depend on the ability to have domestic teachers of Spanish who can grow with the program and meet the needs of Delaware's students. The proposal for the MA and the 4+1 Program would be attractive not only to potential teachers in Delaware, but also for those who seek to have a career in any immersion school in the United States. As a first step in this direction, we support the efforts of the University wholeheartedly.

In order to meet Highly Qualified teacher status as defined by No Child Left Behind, it is essential for teachers to have certification both in world languages as well as early childhood/elementary education. Additionally, the Department of Education has required a minimum of Advanced Low proficiency to become an immersion teacher. By focusing on these requirements and then providing teachers with a rigorous program in pedagogy, literature and culture, and linguistics, and by incorporating elements of content instruction through language and culture instruction, teachers will be better prepared to teach in an immersion program in Delaware and beyond.

We look forward to the addition of this program at the University of Delaware, and we look forward to additional opportunities for cooperation as we endeavor to build a generation of highly proficient speakers of languages for the future of our state.

Sincerely,

A handwritten signature in black ink, appearing to read "Mark T. Murphy", is written over a horizontal line.



DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Mark T. Murphy
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654


Juan Carlos Morales
Education Associate
World Languages and International Education
Delaware Department of Education
401 Federal Street, Suite 2
Dover, DE 19901
302.735.4180 (T) 302.739.3744 (F)
juancarlos.morales@doe.k12.de.us



November 1, 2013

Memorandum

To: Deborah B. Steinberger
Associate Professor of French
Department of Foreign Languages and Literatures

From:  Susan Brynteson
Vice Provost and May Morris University Librarian

I am responding to your request to supply information about the capability of the University of Delaware Library to support the proposed MA/4+1 Program in Childhood Foreign Language Education.

The University of Delaware Library with its strong interdisciplinary and electronic collections is well able to support the proposed new program. Enclosed is a description of collections, resources and services available for this purpose.

I would be pleased to respond to any questions.

SB/nb
Enclosure

c: Department of Foreign Languages and Literatures
R. Gary Ferguson, Interim Chair, Department of Foreign Languages and Literatures
Jorge H. Cubillos, Professor, Department of Foreign Languages and Literatures

University of Delaware Library
Megan Gaffney, Associate Librarian and Coordinator, Interlibrary Loan and Document Delivery
Meghann Matwichuk, Associate Librarian and Coordinator, Film and Video Collection Department
Shelly McCoy, Interim Head, Reference and Instructional Services Department
Sandra K. Millard, Associate University Librarian for Services, Outreach and Assessment
Francis C. Poole, Head, Film and Video Collection Department

College of Education and Human Development
Laura S. Glass, Assistant Professor and Associate Director, School of Education
Lynn J. Worden, Assistant Professor, Department of Human Development and Family Studies



November 1, 2013

Report on Library Services and Collections in Support of the
MA/4+1 Program in Childhood Foreign Language Education

General Description

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; two branch libraries located on the Newark campus, the Chemistry Library and the Physics Library; and a third branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. The new program proposal is directly supported with the Library's strong collections in Children's Literature, Education, Educational Literacy, Foreign Languages and Literatures, Psychology and Special Education and various interdisciplinary resources.

Books, periodicals, microforms, government publications, databases, full-text electronic journals and other electronic resources, maps, manuscripts and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware and the nation. Library staff members provide a wide range of services, including reference assistance, circulation, interlibrary loan, instructional programs, multimedia design, and assistance to the visually impaired.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, DELCAT, provides access to millions of items by author, title, subject and keyword.

Library collections number over 2,800,000 and are broadly based and comprehensive. In 2012/2013, the Library Web <www.udel.edu/library/> received over 1,500,000 virtual visits.

The University of Delaware Library collects and makes available electronic resources (e.g., electronic journals, electronic books and databases) to support the instructional and research needs of University of Delaware students, faculty and staff. Providers of electronic resources employ licenses as a legal means of controlling the use of their products. The University of Delaware Library abides by legally binding license agreements for the use of the electronic resources.

The University of Delaware Library is a member of the Association of Research Libraries, OCLC (including the OCLC Research Partnership), the Center for Research Libraries, LYRASIS,

Deborah B. Steinberger
November 1, 2013
Page 2

CIRLA (The Chesapeake Information and Research Library Alliance), NERL (NorthEast Research Libraries), Portico and the HathiTrust.

Specific Support for the MA/4+1 Childhood Foreign Language Education

Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections including those related to Children's Literature, Education, and Foreign Languages and Literatures. Support for the MA/4+1 Program in Childhood Foreign Language Education is supplemented by funds used to purchase materials in other related areas as well as funds for the licensing of electronic resources.

An experienced librarian, Megan Gaffney, Associate Librarian and Coordinator, Interlibrary Loan and Document Delivery, serves as the liaison for the Romance Languages to the faculty in the Department of Foreign Languages and Literatures. Suggestions for purchases received by the Library for materials related to Spanish Language and Literature are directed to Ms. Gaffney who also regularly consults faculty about priorities and the direction the collections should take. Ms. Gaffney is also available for instruction in the use of the Library for Foreign Languages and Literatures students and faculty.

Ms. Gaffney maintains a subject website for Spanish Language and Literature which can be accessed from the Library Web <www.udel.edu/library/> via the "Research Guides" search box on the main Library Web page or directly by the URL <guides.lib.udel.edu/spanish/>. In addition to electronic resources, it contains detailed descriptions of selected primary resources including printed collections; visual material; and manuscripts and archival materials.

The Library regularly selects major and/or award-winning publications in the field of "Children's Literature" under the leadership of Meghann Matwichuk, Associate Librarian and Coordinator, Film and Video Collection Department. Historically the Library has not added Children's Literature in foreign languages.

Now, Meghann Matwichuk working with Megan Gaffney will ensure that Children's Literature in Spanish is included. If the degree program is approved by the Faculty Senate and implemented, the Library will assign a small budget allocation to support a "seed" collection in Children's Literature in Spanish. Ms. Gaffney and/or Ms. Matwichuk will be in contact with you about it.

The Library subscribes to hundreds of electronic and print journals which support Children's Literature, Education, and Foreign Languages and Literatures. A list of electronic journals by subject is available by clicking on "E-Journals" on the Library Web page <www.udel.edu/library/>. The Library makes available several electronic databases which support Education. These databases are enhanced further by an array of reference sources, films and video (see "Research Guides" on the Library Web page).

The Library also subscribes to RefWorks, a web-based bibliographic and database management system that can be used with most databases.

An expanded, selected list of databases and electronic resources includes:

Biographical databases: American National Biography, Biography and Genealogy Master Index, Biography in Context, Biography Reference Bank, Dictionary of National Biography

Business databases: ABI/INFORM Global, Business Insights: Essentials, Business Source Premier, Company ProFiles, EconLit, EDGAR Database of Corporate Information, General BusinessFile ASAP, Global Forecasting Service, Industry Norms and Key Business Ratios, Mergent Online, Reference USA, RIA Checkpoint, Standard and Poor's NetAdvantage, Value Line Research Center

eBooks, Current: Berg Fashion Library, Credo Reference, Knovel, OECD iLibrary, Safari Books Online, Springer eBooks

eBooks, Historic: African Writers Series, Caribbean Literature, Early American Imprints (Evans), Early English Books Online, Eighteenth Century Collections Online, Gerritsen Collection, Making of the Modern World, Past Masters

eJournal databases: 19th Century UK Periodicals, APS (American Periodicals Series) Online, International Index to Black Periodicals Full Text, HarpWeek, IEEE/IET Electronic Library, JSTOR, Opinion Archives, Project MUSE, ScienceDirect (Elsevier), Springer eJournals

General multidisciplinary: Academic OneFile, COS Pivot, Expanded Academic ASAP, General OneFile, LexisNexis Academic, Nineteenth Century Masterfile, Opposing Viewpoints in Context, Periodicals Index Online, ProQuest Dissertations and Theses, SCOPUS, Statistical Abstract of the United States, Web of Science (Science Citation Index; Social Sciences Citation Index; Arts and Humanities Citation Index)

General Reference: Credo Reference, EIU Country Profiles, EIU Country Reports, EIU ViewsWire, Oxford English Dictionary, WorldCat

Government: American State Papers (1789-1838), CQ (Congressional Quarterly) Researcher Plus Archive, CQ Weekly, LexisNexis Congressional Publications, Parliamentary Papers (House of Commons, 1801-1900), Statistical Abstract of the United States, U.S. Congressional Serial Set (1817-1994)

Image databases: AP Images, ARTstor, Berg Fashion Library, Worth Global Style Network (WGSN)

Literature databases: African Writers Series, Black Drama, Caribbean Literature, Essay and General Literature Index, Literature Online, Literature Resource Center, MLA International Bibliography

Multimedia databases: American History in Video, Theatre in Video, VAST: Academic Video Online

Music databases: American Song, Classical Music Library, Contemporary World Music, Jazz Music Library, National Jukebox, Naxos Music Library, Oxford Music Online, Smithsonian Global Sound for Libraries

Newspapers, Current: Ethnic NewsWatch, LexisNexis Academic, ProQuest Newspapers, World News Connection

Newspapers, Historic: 17th-18th Century Burney Collection Newspapers, 19th Century British Library Newspapers, 19th Century U.S. Newspapers, Accessible Archives, African Newspapers, African American Newspapers 1827-1998, America's Historical Newspapers, British Newspapers 1600-1900, Early American Newspapers, The Illustrated London News (1842-2003), Latin American Newspapers, New York Times (1851-2009 updated annually), South Asian Newspapers, Times Digital Archive (1785-1985), Times Literary Supplement Historical Archive (1902-2008 updated annually), Times of India (1838-2001), Wall Street Journal (1889-1993)

Science/Technology/Medicine databases: AGRICOLA, Aquatic Sciences Set, Biological Abstracts, Biological and Agricultural Index Plus, Biological Sciences Set, CINAHL Plus with Full Text, Cochrane Library, Compendex, Engineering Village, Environmental Sciences and Pollution Management, General Science Abstracts, GreenFILE, GREENR, Health and Wellness Resource Center, Health Reference Center Academic, Inorganic Crystal Structure Database, Journal Citation Reports, MEDLINE, PubMed, Reaxys (formerly Beilstein), ScienceDirect, SciFinder (Chemical Abstracts), Springer Protocols, and the Web of Science

Social Sciences/Humanities databases: America: History and Life, Anthropology Plus, Art Abstracts/Art Index Retrospective, Berg Fashion Library, Black Drama, Black Studies Center, Black Thought and Culture, China: Trade, Politics, and Culture 1793-1980, Communication and Mass Media Complete, Education Full Text, ERIC, Grove Art, Grove Music, Historical Abstracts, Hospitality and Tourism Complete, Linguistics and Language Behavior Abstracts, Oxford Art Online, PAIS International, ProQuest History Vault, PsychINFO, Sociological Abstracts, WGSN (Worth Global Style Network)

A full list of databases is available on the Library Web (see: <www.udel.edu/library/>). Census information and other demographic data are available as is a wide range of printed and electronic reference sources.

The Library also maintains an Institutional Repository (see: <udspace.udel.edu/>), which archives research reports and documents and other resources produced by University of Delaware faculty.

The Library has strong collections of film and video which cover a wide range of subjects and are available for use by students and faculty in the Department of Foreign Languages and Literatures. The video collection is heavily used; is increasing in size; and there has been much consultation

Deborah B. Steinberger
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about it by Francis C. Poole, Librarian and Head of the Film and Video Collection Department, with faculty in a number of disciplines. Use of the film and video collection often facilitates students and faculty in foreign language instruction. For example, DVDs can be set up to play back in another language with subtitles.

The Library has a nationally recognized Student Multimedia Design Center located on the Lower Level of the Morris Library which provides University of Delaware students, faculty and staff access to technology and training related to the creation of multimedia programs. The Student Multimedia Design Center includes 80 workstations, six studios, and two classrooms focused on multimedia creation, and is open all hours the Library is open. University of Delaware users also may borrow a wide variety of multimedia equipment. The Student Multimedia Design Center also provides assistance to students and faculty related to multimedia literacy skills to help integrate multimedia into instruction. Shelly L. McCoy is Head of the Student Multimedia Design Center. More information is available at: www.lib.udel.edu/multimedia/.



Susan Brynteson
Vice Provost and May Morris University Librarian

Checklist for Curriculum Proposals

- ☐. 1. Are all **signatures on the hard copy of the proposal**?
- ☒. 2. Is the **effective date** correct?
- ☒. 3. Is the **rationale** for the proposal consistent with the changes proposed?
- ☒. 4. Does the proposed **number of credits** match the stated number?
- ☒. 5. Have affected units been identified and contacted? Are required **support letters** attached?
- ☒. 6. Is a [resolution](#) necessary? If so, is it attached?
- (Necessary for: establishing a major; disestablishing a major; a name change to any program with permanent status; a name change to a department or college; a transfer or creation of any department; request for permanent status).
- ☒. 7. Are all **courses (required or referenced)** in the UDSIS Inventory or in the approval process? [courses being proposed](#) [Challenge List](#)
- ☒. 8. Are all **university requirements** correctly specified?
- ☒. A. Breadth requirements.
- ☒. B. Multicultural requirement.
- ☒. C. Writing requirement.
- ☒. D. DLE requirement.
- ☒. 9. Are all **college requirements** correctly specified?
- ☒. 10. Is a [side-by-side comparison](#) provided?